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ABSTRACT

A Peer Group Counseling program, set up in accordance with the Summer Youth Employment Program during 1980-81 in Riverside, California, is presented as a model. The program objectives focus on improving enrollees' feelings of self-worth and self-confidence; enhancing learning skills; supplying job-seeking skills; and stimulating a desire for knowledge. Activities to meet the objectives are outlined. Attainment of the objectives is described in detail and measured by operational and performance standards, assessment standards, counseling standards, counselee's termination standards, and follow-up standards. Local labor market information is provided, including industrial and occupational trends, as well as worksheets and information sheets. Although geographically specific, this document could serve as a model for similar programs elsewhere. (KMF)

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OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

PEER GROUP COUNSELING 1980-81

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Written by . . .

William E. Rouson
Coordinator
Youth Work Experience Program CETA III
Division of Educational Services

CG 015007

March 1, 1980

DEC 3 0 1980

Riverside County Superintendent of Schools

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Dear

This letter is to congratulate you on being selected as a Peer Group Counselor for the Summer Youth Employment Program (SYEP).

The SYEP Peer Counseling staff feel that this is an exceptional opportunity for you to help your counselee to a successful employment experience and in addition, become a more successful person yourself.

Your training for Peer Group Counseling work will include:

a) development of communicative skills to work more effectively with others

b) providing occupational information

c) act as liaison between the worksite supervisor and your counselee

d) monitor the employment progress of counselees

e) act as a support person to your counselee

The SYEP Peer Counseling Trainers will be working closely with you throughout the program to provide resources and assistance.

We hope that this will be a productive experience for you and wish you the best success.

Sincerely yours,

William E. Rouson
Coordinator

County Board of Education

y Gibbel, President — Marilyn Baumert — Gene DeGaine — Dan Donlan — W. Edwin Gardner — J. Frank Moore — Ruth Miller, Vice-President

The Peer Group Counseling Core
of Youth Work Experience

Youth yearn for a deeper understanding and often there is no adult with whom they can relate. This is where the Peer Group Counseling enters.

If the program administrator can find a young person within the school group who is physically, mentally, emotionally and spiritually superior, yet accepted by the student group to be served as a peer worthy of honor, much of the counseling task is accomplished.

The chosen peer must have compassion, wit, humor, a high degree of wisdom and be unquestionably trustworthy. The peer must be a good listener, and know when to speak, and when to hold silent.

This person must have elbow room to assert himself/herself. The adult counselor in charge must not hold a rein on the peer group counselor after the proper training.

Where they can not enjoy the benefits of vocational guidance in the home, or where such guidance is unrealistically slanted toward the occupation of the father or other relatives, a peer group counselor is of inestimable aid.

The complexity of the world of work and life is baffling to many of the youth, especially the disadvantaged youth in the Summer Youth Program.

The peer group counselor can communicate the idea that an opportunity is found in every obligation and responsibility. The peer group counselor can afford an opportunity for self-evaluation and improvement. They can assist in the demonstration that status must be earned. Again, the peer group counselor can be the listener the enrollee needs so desperately.

Perhaps the most important part of the Summer Youth Employment Training Program is the Peer Group Counseling unit.

Sincerely,

Don Beatty
Coordinator, Desert Sands U.S.D.

Jim Leatherwood, Alvord U.S.D.

Bob Gilbert, Banning U.S.D.

Joe Lara, Beaumont U.S.D.

Don Cochran, Coachella Valley U.S.D.

Glen Schumacher, Corona/Norco U.S.D.

Irene Lasater, Elsinore U.H.S.D.

Jim Smith, Hemet U.S.D.

Paul Jensen, Jurupa U.S.D.

Ted Cook, Moreno Valley U.S.D.

Lola Gardner, Palm Springs U.S.D.

James Ingram, Palo Verde U.S.D.

Art Bias, Perris U.S.D.

Tony Gomez, Riverside U.S.D.

Ken Martin, San Jacinto U.S.D.

John Schuster, Mt. San Jacinto College

Robert Rembert, Twin Pines Ranch

Roy Savage, Van Horn Youth Center

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PEER GROUP COUNSELING

A. Introduction

The Office of Riverside County Superintendent of Schools, as the primary service deliverer for the FY80 Summer Youth Employment Program (SYEP) and in cooperation with local school districts (Local Educational Agencies) will conduct a Peer Group Counseling program in support of the SYEP activities. It will operate in accordance with the vocational counseling requirements set forth in the guidelines under CETA Title IV governing summer youth employment activities. (See page 8, item 4 of the Comprehensive Plan SYEP 1980).

B. Peer Group Counseling Objectives

Peer group counseling is a program activity that correlates with all components of the Summer Youth Employment Program. The essence of peer group counseling is exemplified in the following objectives which play a major role in all areas of the SYEP operations:

- Improving significantly enrollee's feelings of self-worth
- Improvement of enrollee's self-confidence
- To assist each enrollee in improving his/her learning skills
- To supply to each enrollee job seeking skills
- To produce in each enrollee a desire for knowledge

PEER GROUP COUNSELING OBJECTIVES

PGC Objectives - Improving significantly enrollee's feelings of self-worth. The first objective, improvement of self-worth is vital. Technique in occupational decision making is linked to the improvement of self-worth. This objective is intended to improve upon the value one places on himself/herself as a person. This is accomplished through the peer group counselor's natural ability to communicate with his/her peers and provide continuous encouragement and positive feedback to each participant. Communication is the peer group counselor's greatest asset and should always be constructive and purposeful in encouraging the participant to discuss his/her true self-feelings toward occupational choices. This will provide the peer group counselor with the necessary information needed to better the participant's self-attitude.

The availability of occupational choices will assist the participant to counterbalance any feelings of negativism and guide him/her to future goals. Thus, improving his/her self-worth and opinions of how others view him as an individual. Strategic probing will greatly enhance the information flow from participant to peer group counselor.

Activities to meet the Objective	Performed By	Frequency
1. Needs Assessment (testing, attitudinal survey)	Peer Group Counselor	First week of Program
2. Participant goals setting	Peer Group Counselor	Second week of Program
3. Schedule of counseling visits and peer group counseling classroom activities.	Peer Group Counselor/ Classroom Instructor	On-going
(a) technique in occupational decision making	Peer Group Counselor/ Classroom Instructor	On-going
(b) communication skills	Peer Group Counselor/ Classroom Instructor	On-going
(c) establish or rescheduling of counseling visits	Peer Group Counselor/ Classroom Instructor	On-going
4. Complete Employability Plan	Peer Group Counselor/ Intake Counselor	During Intake Process

PEER GROUP COUNSELING OBJECTIVES

PGC Objectives - Improvement of enrollee's self-confidence. The second objective of peer group counseling is geared toward improvement of the participant's self-confidence. This objective can be accomplished by reviewing job requirements with participants at strategic phases of the program. For an example, during orientation the participant should be explained his/her job responsibilities by the peer group counselor. The peer group counselor must be able to avoid paternalistic attitudes.

Job placement is a significant stage of the program and the peer group counselor should encourage the participant to accept the responsibility of employment and grow from the work experience opportunity. Encouragement is most significant for the participant. The peer group counselor should take notice and provide the participant with adequate levels of encouragement, thus, to better enhance the participant's self-confidence.

Activities to meet the Objectives	Performed By	Frequency
1. Explain the enrollee job responsibilities	Peer Group Counselor	As needed
2. Review job assignment responsibilities	Peer Group Counselor	As needed
3. Review the requirements of long term occupational interests.	Peer Group Counselor	As needed
4. Explain the Peer Group Counselors services with the enrollee.	Peer Group Counselor	As needed
5. Review with enrollee his/her work experience history and discuss both past and present achievements.	Peer Group Counselor	As needed

PEER GROUP COUNSELING OBJECTIVES

PGC Objectives - To assist each enrollee in improving his/her learning skills. The third objective of peer group counseling is to assist the participant in improving his/her learning skills through job interest and responsibility. Peer group counselors will be responsible for playing an instrumental part in providing the participant with materials on job interest. Skill centers will be available at different schools. The peer group counselor is the person who must encourage the participant to take full advantage of the skill centers.

Activities to meet the Objectives	Performed By	Frequency
1. Provide each enrollee with career center activities related to their career interest and work experience activities.	Peer Group Counselor	As needed
2. Help each enrollee understand the relationship of the classroom instructions to the world of work.	Peer Group Counselor	As needed
3. Explanation of different career clusters: The job of interest and training requirements.	Peer Group Counselor	As needed
4. Explain how to use the career center equipment and how to choose career.	Peer Group Counselor	As needed

PEER GROUP COUNSELING OBJECTIVES

PGC Objectives - To supply in each enrollee job seeking skills. A fourth objective is supplying participants with job seeking skills. This objective is accomplished by peer group counselor becoming thoroughly familiar with the job seeking skills and going over them with the participant. Reviewing job seeking skills with the participant will create further discussions on the relevance of education. The peer group counselor can utilize this opportunity to draw parallels between the participants employability plan and need for skills. A participant that desires to be a mechanic needs skills in arithmetic. A participant that aspires to become a counselor needs to be skilled in communications. The idea here is to create an atmosphere of realism so each particpant will better understand what skills coincide with what occupations.

Activities to meet the Objectives	Performed By	Frequency
1. Instruct each enrollee in Labor Market Information	Peer Group Counselor/ Classroom Instructor	As needed
2. Provide peer group counseling activities and classroom assignments that will assist each enrollee with:	Peer Group Counselor/ Classroom Instructor	As needed
(a) job seeking skills		
(b) job interview skills		
(c) job survival skills		
(d) consumer awareness skills	Peer Group Counselor/ Classroom Instructor	As needed
i.e, Health and Safety, Helpful Job Hints, How to Prepare Yourself For Job Interviews, Peer Group Counseling Objectives, Attending Skills, Non-Verbal Communications, Verbal Communications, Understanding Values, Decision Making, Characteristics of a Good Letter of Application, What Is A Resume', Completing An Application and 12 Tips For A Successful Interview.		

PEER GROUP COUNSELING OBJECTIVES

PGC Objectives - To produce in each enrollee a desire for knowledge. The fifth objective of peer group counseling is to produce in each participant a desire for knowledge. The peer group counselor can simply reflect on where he/she is and the various job opportunities available to a person with an education. Each participant should be encouraged to view his/her occupational goals. Questions concerning the participant's career goals should be discussed and the peer group counselor should point out the importance of self development through education. This objective is one of the most important, and ample time should be given to instill in each participant a hunger for knowledge.

Activities to meet the Objectives	Performed By	Frequency
1. Help each enrollee to establish career goals	Peer Group Counselor	As needed
2. Encourage each enrollee to explore his/her occupational interest and make use of all information provided through the Career Centers and school program.	Peer Group Counselor	As needed
3. Establish with each enrollee scheduled visits that will follow a set of planned activities that will;	Peer Group Counselor	As needed
(a) Explain to each enrollee the importance of exploring his/her occupational abilities and needs.	Peer Group Counselor	As needed
(b) Help each enrollee to identify and resolve career problems and personal problems if they emerge during the process.	Peer Group Counselor	As needed
4. Encourage each enrollee to follow an established plan that will provide a termination point composed of the following:	Peer Group Counselor	As needed
(a) exit interview of all SYEP work experience activities	Peer Group Counselor	As needed
(b) review with each enrollee his/her peer counseling experience	Peer Group Counselor	As needed
(c) final completion of all counseling data	Peer Group Counselor	As needed
5. To establish a formal tie with school counseling services and make available all enrollee folders for review.	Peer Group Counselor	As needed

Peer group counseling (PGC) deals with more concrete terminals, such as job seeking skills, decision making practices, understanding values and occupational choices at the visual and cognitive levels than most conventional peer counseling practices. That is, the counselor has a specific set of changes that he/she is trying to elicit from the enrollee. These behaviors that can be elicited are observable and measurable through the enrollee's improvement of self-concepts that are transformed into positive attitudes toward education and future employment goals.

C. Implementation of Operational Standards

The overall purpose of peer group counseling is expressed in its objectives. These objectives, which are the foundation of PGC, are put into motion and measured by: 1) Operational and Performance Standards, 2) Assessment Standards, 3) Counseling Standards, 4) Counselee's Termination Standards, and 5) Follow-Up Standards. In peer group counseling, the operational and performance standards are used as a guide for implementation of the counseling style.

1. Operational and Performance Standards

a. The PGC performance standards are made operational through a counseling style that was designed to omit the most restricted counseling terms. Therefore, it was necessary to divide these objectives into the following categories:

- by definition - each objective is defined, explained, and discussed in behavioral terms so as to facilitate the Peer Counselor's ability to recognize and identify the verbal and non-verbal cue associated with each objective.

- by strategy - each objective is assigned specific instruments designed for student use to effectively meet the stated objective. By assigning the materials to be utilized throughout the program, the Peer Counselor is better able to spend time implementing rather than researching materials needed.
- by practice - every Peer Counselor will have the opportunity to acquire a thorough working knowledge of the instruments available. This awareness will allow the Peer Counselor to more accurately choose the correct materials for use with students and to utilize these materials to their fullest extent.

b. Materials To Be Used

Below is a brief description of activities and the materials selected to meet peer group counseling objectives.

To assist the student in acquiring a more positive self concept.

COPS - a career interest inventory - to provide the students a greater understanding and appreciation of self by identifying specific individual interests and relating them to potential careers.

Understanding Values - to accept oneself as a worthwhile person one must be able to identify and accept his/her own value system. The first step in this process is the introduction of the concept of values and how it relates to positive self concept.

Assist the student to improve self-confidence

Decision making - a person with confidence is usually an effective decision maker. Poor decision making is a barrier to self-confidence. The seven step process provides students with an effective framework for good decision making.

Job Search Skills - (resume', letter of application, interview tips) Acquiring skills in the above tasks will increase a person's chances of success in the labor market and also give the student the confidence necessary to be more selective in applying for jobs they have always wanted.

To help the students gain motivation that is needed to pursue career goals, etc.

Job Search Worksheet - learning how to search for career oriented information and becoming knowledgeable of its importance is a major step in motivating students to continue independently in their career search and understanding Labor Market Information.

Occupational Outlook Handbook (OOH) - knowing where and how to find career information and helping the student to understand the interrelationship of individual interests, abilities, aptitudes, and education. To impress upon the student the importance of performing well in school as well as to continue the pursuit of career information.

In-service training for peer group counselors:"The Icebreaker is a good way to kick off any group activity. The idea behind this is to get everyone involved with each other by communicating personally selected bits of information about oneself.

Communication Skills Theory covers the basic process of communication carried on between two people. This theory deals with how a message is sent, received, internalized, and returned.

Attending Skills covers all the tools involved with good basic counseling. These tools cover the verbal and non-verbal clues involved with attending to a client from tone of voice to body language, all of which a good counselor can use to his or her advantage.

The slide show on communications explained in more detail how we can use good listening skills to our advantage and how to identify the verbal and non-verbal clues others send us.

The triads were used at the end of the discussion of Attending Skills. In the triads there was a helper, helpee, and observer. Each person took a turn at practicing each role. From this experience each person received practice and feedback on basic attending skills.

Group Skills revolved around one basic component, "Magic Circle". Through this process each person was afforded the opportunity to run a structured group exercise which allowed every opportunity for people to share feelings, thoughts, and emotions in a safe space (the circle)."

c. Recordkeeping Aspects of Peer Counseling

The Initial Interview Format, on page 90 , was designed to provide structure and organization to the sessions with the enrollees. Each question is designed to specifically deal with one of the five objectives set forth by the program. The last question is designed to foster a mutual agreement between the Peer Group Counselor and enrollee as to what areas they will work on.

The recordkeeping section of the in-service was developed to provide the Peer Group Counselor with a working knowledge of how to keep track of each session with the enrollee. Two factors are important to this section;

the first being the significance of the form, the second being the operation of the form.

The Counseling Log on page 93 , was developed as the basic record-keeping instrument. With this form, the Peer Group Counselor could have a record of the enrollees name, school, worksite, the session number, counseling method used - individual or group, comments on what took place along with references for future sessions, and a place for the enrollee to validate the whole process by initialing and dating the session.

The Initial Enrollee Report, on page 90 , is designed as a reference tool for the Peer Group Counselor to fill out immediately following a session with the enrollee. From the report the Peer Group Counselor can plan future strategies for an enrollee and review strategies prior to meeting with the enrollee again. At the bottom of the form is a section that can be utilized to make an appointment with the Peer Trainer for help if the Peer Group Counselor runs into a problem he/she is not able to deal with.

2. Assessment Standards

Needs Assessment - assessment methods will be used to assure that all necessary data is compiled to ascertain participant needs.

Guidelines:

a. Assessment data is an integral and indispensable facet of the Peer Group Counseling (PGC) process. Effective counseling must include accurate and adequate assessment information.

b. Assessment Components

- a participant needs assessment
- participant goals established during the initial interview
- compiling of data during the on-going counseling process
- supervisor's job performance evaluation
- career planning data

3. Counseling Standards

A critical aspect of the counseling process is the enrollee goal-directed concept which requires the PGC to assist the enrollee in setting both immediate short-term and long range goals that can be continually reviewed and modified as the enrollee experiences growth and maturity through an impaired self-image. This process should provide greater acceptance of responsibility by the enrollee for his behavior and at the same time increase the PGC awareness to the enrollee's capabilities and the necessity of motivating him toward self-growth.

Primary counseling functions must involve:

a. aspiring individual abilities and needs
b. helping develop personal and career goals
c. defining and resolving or referring problems
d. strengthening the enrollee's self-image and encouraging self-direction
e. assessing achievement in relation to goals

The counseling process is designed to give direction to the enrollee's entire SYEP experience. It is the core ingredient for a successful enrollment. In order to provide assurance that the counseling and program components are closely integrated, the enrollee Program Plan must be developed for each enrollee.

a. The enrollee program plan is designed to integrate the enrollees total experiences, serve as a guide for counseling services, and provide direction and continuity as the enrollee progresses through the program. The major focus is in facilitating the mobilization of the enrollee's assets so that he can function in a self-sufficient manner.

b. The Plan consists of:

1. all assessment data
2. enrollee goals
3. job specification sheet work history
4. job performance evaluations
5. counseling and site visitation documentation
6. referral information
7. special support program results
8. vocational aptitude results
9. career planning data
10. enrollee progress summary of achievement
11. final disposition (termination, referral and graduation)

c. The program represents a continuous process of assessment, goal setting, counseling, evaluation, and support service. It is designed to be flexible and to accomodate revision and modification depending upon the nature of the enrollee's growth process. The format parallels that of the SYEP program objectives.

d. The Plan will be developed mutually by the peer counselor and the enrollee. The initial orientation interview will serve as the first phase of the planning.

e. The Plan will provide direction for:

1. modification of unrealistic career expectations
2. channeling increased potential into raised aspirational levels
3. broadening of career choices
4. determination of necessary program activities, job placement, support services, referrals, remediation, and point of termination
5. necessary reassignment to additional and varied job experience

f. The Plan will be facilitated through the utilization of a written document containing all of the above and maintained in the enrollee's file. Information provided on page 62 thru 94 will serve as tools in assisting peer group counselors in performing their counseling task.

Standards For In-Service Training of Peer Group Counselors

Minimum requirements:

Assure effective on-going in-service training for all peer group counselors.

Guidelines:

1. In-service program should be planned, scheduled, and designed to enhance the material in the Peer Group Counseling Manual.
2. Suggestions from peer group counselors should be utilized in developing agenda items for in-service meetings.
3. Vocational counselor should take advantage of regular district staff meetings to conduct in-service sessions.

4. Group meetings including both peer group counselors and enrollees should be held to discuss certain aspects of the project.

5. On-going in-service training should be a part of the monthly required visitation schedule.

6. Topics for in-service training include, but are not limited to:

   a. goals, purposes, and objectives of peer group counseling
   b. role and responsibilities of peer group counselors
   c. rules and regulations of the program
   d. methods of solving counseling problems

4. Counselees Termination Standards

Minimum requirements:

Assure appropriate termination point, exit interview, final compilation data, and assistance toward appropriate experience.

Guidelines:

1. Every effort must be made to prevent the enrollee from terminating for negative feelings.

2. An exit interview must be conducted for each termination enrollee. At this time a final resume' of the enrollee's program experience is discussed and the peer group counselor should note the immediate disposition of the enrollee and explain the recommendation service available through the school district for future prospective counseling.

3. All forms should be checked for completion and the enrollee's file placed for reference.

4. The names of the enrollees planning to attend college should be placed with the work-study office to assist placement.

5. Employment Development Department (EDD) should be utilized to assist graduate enrollees in finding work.

6. Upon request, letters of recommendation should be drafted to assist graduates seeking employment, college, or military service.

7. Peer group counselors should be knowledgeable about special opportunities for disadvantaged and/or minority students in higher education. Such information should be made available to enrollees.

5. Follow-Up Standards

Minimum requirements:

Assure maximum feasible contact with enrollee. School counselors will be provided with all pertinent information concerning all enrollees.

Guidelines:

1. An effective means of maintaining contact with terminated enrollees must be developed to provide:
   a. assistance in post-project adjustment of enrollee
   b. determination of project effectiveness through data retrieval
   c. a basis for project modification and upgrading enrollee
2. Only legitimate requests for information should be acknowledged. Questionable cases should require enrollee approval. Confidentiality should be maintained at all times.
3. A record of recommendation responses should be maintained as part of the enrollee's file.

Riverside/San Bernardino Industry Trends

During the past few years, the California economy has recorded a higher rate of increase than that of the nation. Riverside and San Bernardino Counties have expanded faster than the state in general. The strong growth in economic activity in the area has been due to industrial development, the visitor industry and residential construction.

The year of 1979 saw continued although reduced expansion in the bi-county area of San Bernardino and Riverside counties. Nonagricultural wage and salary employment at firms located in the area reached an all time high of 431,600 in June and averaged 412,000 for the year. More jobs were added by all sectors of the economy in 1979 with the greatest expansion being made in retail trade as more retail centers and outlets continued to be built. The growth in employment is expected to be maintained during 1980 although at a slightly lower level than in recent years.

Outlook for Riverside/San Bernardino

The Riverside/San Bernardino 1979 economic growth will continue into 1980 with the area's growth more rapid than the nation in many categories. The economic development of the areas show some economic weakness with the current inflationary trend exaggerated by the rising cost of fuel. However, new large development areas are still being built creating shopping and industrial needs especially in the Rancho Cucumonga and Palm Desert areas. In 1980, the rate of growth is expected to decline slightly to a more stable level as for example, the high level of building activity may slow down due to building material shortages, costs and an oversupply of retail and office

space. If there is any part of the private sector which is unable to maintain its expansion, this may be partly offset by the increasing need for services, especially at the local government level. The shortage of water seems to have been alleviated temporarily, but energy shortages and the difficulty of maintaining economic growth constant with minimum damage to the environment could have a downward effect on this forecast.

Trade: As usual, employment in retail trade and wholesale trade expanded rapidly over the previous year, and in 1978 contributed more additional jobs to the economy than any other sector, rising to a total of 85,400 for a gain of 9,800 workers. The opening of new shopping centers and other retail outlets continued unabated through the year. These included a large retail commercial center in the Canyon Crest area of Riverside and the opening of Mervyn's department store in Corona. The number of new eating and drinking places which opened was particularly high, as is shown by the 4,200 additional jobs developed in this group. General merchandise employed another 1,300 workers and food stores needed another 1,100 personnel. At Christmas, which is the busiest time for retail business and employment, many stores reported sales up to 20 percent over last year.

Wholesale trade was one of the few sub sectors to show no growth.

Outlook: Retail trade is expected to expand and create many more jobs not only because of the population increase but also because of greater numbers of visitors to the area. Many development projects are planned in the 1980's. These include a Mervyn's department store in San Bernardino, a new specialty center in Riverside; new stores for the Hemet Valley Malls, the Rancho Las Palmas shopping center in Rancho Mirage, the Alta Loma Square

center in Rancho Cucamonga, and additions to the shopping centers in Desert Hot Springs and in Lake Elsinore. Further development is also anticipated in Corona and Norco. With all the projected growth in retail trade, employment will increase even more rapidly over the next eighteen months and is expected to reach over 100,000 in 1980.

Wholesale trade employment should continue its steady growth and is estimated to employ 15,700 by mid-1980. Also additional jobs will be created as many established industries are setting up warehouses and distribution centers for increasing their capabilities.

Services: Services maintained its position as one of the fastest expanding sectors in Riverside and San Bernardino Counties as it increased its work force by 7,800, achieving an average of 83,500 for 1978. By December 1978, employment had reached a new high of 86,700. The two largest job gains were in business services with the increased number of professional organizations creating another 1,500 jobs on average and in health services as the number and size of hospitals grew in the area employing a further 2,000 workers. Moreover, hotels and those services connected with recreation increased their number of workers as tourism became an increasingly important industry. The new recreational complex in Indian Wells and the extension of the Lake Perris facilities greatly stimulated local business and employment.

Outlook: Service employment which showed strong gains in the bi-county area in 1978 should continue to expand in the 1980's. The area's proximity to the mountains, desert and lakes makes the area an ideal base for tourists. This together with a growing interest in sports and recreational activities by residents should provide the impetus for increased hiring in the 1980's.

Many natural amenities in the area are being developed or extended: the new Lake Skinner is expected to attract 800,000 visitors next year, the construction of Phase III facilities at Lake Perris is underway, the Mockingbird Canyon Park is being developed. To meet this expected influx of visitors, more hotels are being planned which will create more employment in that group. The largest single development is the Marriott Hotel Convention Center in Rancho Mirage. More jobs will also be required in hospital services as additions to the Desert Hospital and Loma Linda University Medical Center are planned and Hemet Valley Hospital District continues with its expansion program. Finally, as enrollment is increasing in the private schools more staff will be hired. Consequently, with all this activity, the number of service workers is forecast to increase to 97,000 by 1981.

Construction: Construction continues to be an outstanding contributor to the economic picture as each successive month sees new building permits in all levels and types of building, construction employment increased substantially to reach 26,600. Commercial building is keeping pace with the residential boom with new restaurants, financial institutions, retail and office space springing up throughout the area.

Outlook: The fast expanding trend in 1979 will continue although leveling off somewhat. The magnitude and variety of projects either in hand or planned for construction includes over 50 large mostly single family housing projects in Riverside County, a proposed 3,500 homes development in Moreno Valley, a potential 1,046 homes in Chino, the expansion of a shopping mall in Palm Desert, a large recreational development in Indian Wells, and the upgrading of a section of Interstate 15 near Corona. In addition industrial parks are being developed throughout the 2 counties which will require

large construction forces. In 1980, however, there may be a slight decline in the rate of growth because of shortages of building materials resulting in delays, oversupply of retail and office space, and the lack of availability of building lots. Construction employment in 1980 is therefore forecast at 33,300.

Government: Government employment which is invariably expanding in the counties of Riverside and San Bernardino has another growth year and employed an average of 96,400 in 1978 with a record high of 100,800 reached in June. The number of state, local and federal jobs in the area rose to 80,200. Workers in defense decreased slightly due to fluctuations in the number of jobs available on the Bases, but civilian positions edged up when the new Veteran's Riverside National Cemetery opened. The number of county workers increased by 700, despite Proposition 13 cutbacks. Employment rose in public works and public service with public parks improvement employing a big number. In both cases, most of the increase was attributable to workers hired under the Comprehensive Employment and Training Act. The largest increase in employment was as usual in the public schools which provided 400 more jobs despite a number of positions being cutback by Proposition 13.

Outlook: While federal defense workers may fluctuate in numbers, federal civilian jobs will be considerably augmented as the new Jerry Pettis Veterans Administration Hospital goes into full operation with an estimated 1,350 employees by the end of the year and at the same time, the Veteran's Cemetery at Riverside, due to open in November, will eventually employ a work force of 400. The reactivation of Fort Irwin in the Barstow area will provide a large number of civilian jobs. In addition, as Riverside and

San Bernardino Counties received more than 9.4 million in federal funds at the end of the year, the next few months will see further additions in local government positions. Government employment is projected to increase very slowly and reach 101,000 in 1980. There is a possibility of some layoffs of city and school staff, although CETA may augment the situation somewhat.

Manufacturing: Although manufacturing employment showed a much better rate of growth in 1978 than in previous years, most of the improvement came in the durable goods sector which created 3,400 jobs over the year. This was despite the continued decline of the largest component: the primary metals industry where employment fell from 11,000 to 10,400. Steel producers were beset by many problems during the year, particularly the competition from cheap imports and the costs of installing new equipment to reduce pollution effects. Transportation equipment manufacturing showed a marked increase, as did electrical equipment and suppliers.

Outlook: More and more industrial parks, like the Southeast Industrial Park in San Bernardino, and the Corona Industrial Center, are under construction which will employ 1,000 persons, and are being developed in San Bernardino and Riverside Counties to accomodate the number of companies who are planning to move there from other areas. The number of inquiries from interested firms continues to increase and also smaller plants employing various numbers of persons are opening up. Therefore, the end of 1980, total employment is estimated to reach 70,000 manufacturing jobs.

The number of workers engaged in manufacturing durable goods is expected to rise to over 50,000 employers. The important group of primary metals, which includes the steel industry will still have the problem of competing

with the cheap imports. Rohr Industries has received new government contracts and is expected to rise. The Red-E-Kamp Corporation is also planning on expansion in the transportation industries. Elsewhere, the lumber and furniture industry should continue its rapid expansion as Hallmark Southwest Corp plans to manufacture mobile homes in a plant that will eventually employ 1,300 persons. Also Kroehler Furniture is planning a factory in the area which will produce 500 new jobs, Flexsteel has just completed a furniture manufacturing plant to employ 200 people and Silvercrest is building a plant in Corona for another 100 positions. The stone, clay and glass industry will be helped as Monier Raymond will begin manufacturing roof tiles later in 1978 and is expected to employ 100 persons. The electric equipment group will be strengthened by the opening of a Nordskog Industries plant which plans to employ 150 persons.

Amatek Corporation; makers of food processing equipment, is moving into Rancho Industrial Park and will supplement the number of jobs in machinery except electrical category by 300 in early 1978 and eventually 300. Within the group of fabricated metal products, Toro Manufacturing is gradually expanding its plant. Workers in nondurable goods manufacture should increase their numbers by around 800 persons to a total of 19,600 persons. Employment in food processing, printing and publishing will remain relatively stable. The big gains in employment will come in the plastics and chemicals division. Plastics will eventually use another 100 persons; Futurex Plastics expects to employ 125 workers, but above all Lifetime Foam Corporation (a Sears Roebuck bedding subsidiary) will create 500 new jobs when their factory opens. Within the chemical group, the large company of Kerr McGee will be opening another plant in Trona which will eventually employ 200 workers and Frederick Hansen

is relocating their factory to a larger site and will increase their staff from 100 to 150. Butcher Boy is expanding production in Riverside and Frito-Lay plans to double staff size in Rancho Cucumonga.

Transportation, Communication and Utilities: After a year of slow growth 1977, the transportation, communication and utilities sector resumed a more normal growth pattern in 1978 and provided jobs for another 1,500 workers. Most of the additional work was found in the communications and utilities group which had 1,000 extra jobs, while transportation only added 500 more employees. The number of railroad jobs stayed constant, as periodic layoffs and strikes prevented any expansion. Workers in trucking increased by 300 to meet the growth of business needs in the area. The main addition to the work force was in communications where 800 more workers were utilized as telephone workers were transferred from Los Angeles to meet the growing demands of the area. For similar reasons, electricity services provided jobs for 200 more workers.

Outlook: The growth in this sector is forecast to be even more rapid than in 1978. Transportation employment is expected to be raised when the Consolidated Freightways regional trucking terminal is completed at Mira Loma. The number of railroad workers should also be enhanced as the Santa Fe Railroad capital improvement program gets underway, using new employees to rebuild locomotive and refrigerator cars and Calpro Co. builds a facility for the repair and maintenance of rail cars which will employ about 300 individuals when in full production. Moreover, many of the airports in the Riverside/San Bernardino area are being modernized and will create additional pockets of employment throughout the area. This is especially true at Ontario Airport. As the population of the two counties grows, both the telephone and electricity

services will have to increase their operations. General Telephone and Pacific Telephone are expected to need to acquire significant new staff. For example, to take care of the need for increased services, Pacific Telephone is enlarging its facilities in 1978 both in Corona and Arlington areas. Edison Company is also expected to be a major employer.

Finance, Insurance and Real Estate: The finance, insurance and real estate sector contributed an additional 1,700 jobs in 1978, a more rapid expansion than in previous years. The gains in employment were spread over the whole sector. Due to the opening of new branch banks and saving and loans institutions, 400 more staff were employed in finance. With the real estate and housing boom in the area 700 more jobs were generated in real estate. Finally, the increased population has led to a greater demand for professional services and so the insurance industry has now 600 more workers.

Outlook: The opening of more branch banks and savings and loan association offices is expected to continue to meet the financial needs of the growing local community. Entry level Bank Teller positions which offer good security and advancement potential are available. This expansion is going to be particularly strong in the desert communities. Furthermore, the building and selling of homes and commercial structures is also forecast to maintain a relatively strong growth, creating more jobs in real estate. If the increased number in insurance are added in the total, the expansion in employment in this whole finance, insurance, and real estate category will be at least equal to 1978 and will provide 1,000 more jobs reaching a total of 18,600 in 1980.

Mineral Extraction: The number of jobs in mining did not increase in 1978. An annual average of 2,400 are employed in this sector. Employment in the first half of the year was affected by the strike at the Minnesota Mining and Manufacturing Company's mine.

Outlook: The future of mining is closely linked with that of the steel producing industry. Therefore, provided no major setback occurs in the steel industry, mineral extraction should provide slightly more employment over the next eighteen months, particularly as Pfizer has embarked on an expansion project that will boost ground limestone production by 50 percent. The Pluess Stauffer Company has announced plans to acquire land for expansion.

Agriculture: The percentage of land dedicated to agriculture, one of the SMSA's traditionally important industries, fell again in 1978 and is still falling. Also the total number of farms is decreasing. The position for agricultural labor is further eroded because mechanization is still proceeeding and machines are still being developed that can automatically pick, sort and otherwise harvest a wide range of crops while reducing manpower needs. However, despite all these developments, agricultural employment increased during 1978. The average number of farm jobs in 1978 rose by 1,000 to 20,900. The principal reason was that the acreage of winter lettuce, miscellaneous vegatables and cantaloupes has increased, bringing more work to the fields. Although there were some setbacks for example due to an early winter frost in the citrus crops, this was an encouraging year in the area for the growth of farm labor.

Outlook: The outlook for agricultural laborers in San Bernardino and Riverside Counties is somewhat favorable. The tendency to convert agricultural

land use for future farm labor very doubtful, however, new agricultural land is being opened. Generally in the area the citrus acreage is declining, but the cotton acreage is increasing with uncertain effects on the employment situation. On the other hand, water problems seem to have been solved for the time being, which is good news for the dairy industry in the Chino/Ontario area, the leading milk producing area in the nation. Therefore, the forecast is that agricultural employment will remain steady with perhaps a slight increase if new agricultural land is opened.

Riverside/San Bernardino Occupational Trends and Outlook

The following summary by major occupational groups was based on labor supply and demand data and is intended to serve as a guide to labor supply and demand relationships. For detailed projections of occupational requirements for the local area, the Department publishes Manpower 1975-80 San Bernardino-Riverside-Ontario SMSA which is available upon request.

Professional and Technical: Almost three out of every four jobs are found in the service industries, concentrated in educational and medical health services. Together, they account for about 60 percent of all professional employment. Manufacturing firms and public administration also employ large numbers of professionals. In the majority of professional and technical occupations, the supply of available workers more than matches the demand.

Educational services, where most teachers are employed, will experience the effects of Proposition 13. Both elementary and secondary teachers will represent a declining proportion of total employment. All teachers are in oversupply. Openings occur in local private schools. A substantial demand

is apparent for office machine operators and technicians. In medical health services, the moderate demand for registered nurses and licensed vocational nurses will remain constant. Both occupations will continue to have an oversupply of applicants who place restrictions on hours, areas of work and types of hospitals where they will work.

Clerical and Sales: Occupations in this category are expected to represent about 16.4 percent of total employment during 1980. Moderate demand exists for almost all the skilled clerical workers.

Secretaries will remain in strong demand, as a persistent oversupply of marginally qualified applicants continues. Qualified legal and medical secretaries are in strong demand. Bookkeepers are in demand. Orders will continue to be limited for lower skilled clerical occupations such as receptionist, file clerk, and stock clerk.

Many positions for salespersons will continue to require experience selling specific types of merchandise. Competition for job openings among the existing supply of experienced salespersons, sales clerks and grocery checkers will persist throughout the forecast period. However, due to the increase in the number of retail stores, new openings will exist.

Services: Among workers in service occupations are those that prepare and serve food, providing nursing care, and work for educational institutions, protective and cleaning services. Supply and demand varies among individual service occupations. Employment of service workers is expected to keep pace with the anticipated increases in the total labor force with many new openings anticipated.

A steady, moderate demand will exist for experienced waiters and waitresses with dinner house experience. An oversupply of qualified and marginal applicants will continue to compete for jobs. Riverside County has a peak winter vacation season centered in Palm Springs that provides many service jobs at a time that is slow elsewhere in the two-county area.

An ample supply of cooks will meet the moderate demand. Experienced dinner cooks will be in greatest demand. A slight surplus of fry and short order cooks will persist.

The continuous oversupply of service worker applicants for jobs with minimal entry requirements is expected to continue. The need for service workers will increase as a result of industry expansion and replacement needs, especially for truck drivers and delivery persons.

Industrial: This occupational group includes skilled and semi-skilled workers engaged in metalworking, car and television repair and diverse types of production and transportation equipment operation and material movement. An oversupply of marginally skilled applicants are evident in this category. Machinists and automobile mechanics are examples of skilled occupations found in this group. Experienced machine operators are in demand, especially grinding machine operators, lathe operators and punch press operators. The demand for assemblers is expected to increase. Starting pay is often low. Most job opportunities for assemblers will result from the need to replace those workers who leave the labor force, however, some new industry is anticipated. A large proportion of the new jobs for assemblers will be found in non-electrical machinery and chemical manufacturing. The supply of certified welders is expected to meet the demand. A demand exists for household appliances.

An unmet demand for auto mechanics with smog, lamp and brake licenses and the necessary tools will remain. Service station attendants will remain in moderate demand in this high turnover occupation. Applicants qualified to perform minor tuneups will have an advantage. An adequate supply of experienced truck drivers exists. Most job opportunities will result from industry growth. A demand is present for experienced diesel mechanics.

Construction Crafts: Construction activity is a major source of employment for such skilled craft workers as carpenters, bricklayers, painters electricians and cement masons. Most positions are filled by local trade unions. Anticipated growth in construction activity should result in moderate job opportunities for workers. Employment may fluctuate slightly because of changes in economic conditions. The high cost of homes in Los Angeles and Orange Counties is directing more attention to the western parts of Riverside and San Bernardino Counties.

Farm: The number of workers employed on farms is expected to continue in a slight increase because of significant additions in agricultural acreage. A sufficient farm labor pool remains available, except for spot shortages of citrus pickers at peak periods.

RETAIL TRADE

Significant Occupations by Occupational Group

Riverside--San Bernardino Counties

1979-80

Professional, Technical

Pharmacists

Musicians and Composers

Personnel and labor Relations Worker

Accountants

Managers, Officials, Proprietors

Restaurant, Cafe, Bar Manager

Sales Managers, Retail Trade

Buyers, Wholesale and Retail Trade

Sales Workers

Sales Clerks, Retail Trade

Salesmen, Retail Trade

Clerical Workers

Cashiers

Bookkeepers

Secretaries

Stock Clerks, Storekeepers

Crafts Workers

Auto Mechanics

Decorators, Window Dressers

Operatives

Service Station Attendants

Delivery and Routemen

Meat Cutter

Service Workers

Waiters, Waitresses

Cooks

Dishwashers

Busboys

Bartenders

Laborers, Except Farm

Stock Handlers

Farmers and Farm Workers

None

WHOLESALE TRADE

Significant Occupations by Occupational Group

Riverside-San Bernardino Counties

1979-80

Professional, Technical

Accountants

Managers, Officials, Proprietors

Sales Managers, Excluding Retail Trade

Buyers, Wholesale and Retail Trade

Sales Workers

Sales Representatives, Wholesale Trade

Clerical Workers

Bookkeepers

Secretaries

Shipping and Receiving Clerks

Crafts

Heavy Equipment Mechanic, Including Diesel

Operatives

Delivery and Routemen

Produce, Grader, and Packers

Truck Drivers

Service Worker

None

Laborers, Except Farm

Freight, Material Handlers

Stock Handlers

Farmers and Farm Workers

None

SERVICES

Significant Occupations by Occupational Group

Riverside-San Bernardino Counties

1979-80

Professional, Technical

Elementary School Teachers
Secondary School Teachers
Registered Nurses
Social Workers
Physicians and Osteopaths
Clergymen
Preschool, Kindergarten Teachers
Vocational Education Counselors
Accountants
Clinical Laboratory Technologists

Managers, Officials, Proprietors

School Administrators, Elementary, Secondary
Health Administrators

Clerical Workers

Secretaries
Bookkeepers
Receptionists
Teachers Aides
Typists
Library Attendants, Assistants

Crafts Workers

Auto Mechanics
Radio, TV Repairers
Heavy Equipment Mechanics, Including Diesel
Carpenters

Operatives

Delivery and Routemen
Clothing Ironers and Pressers
Welders and Flame Cutters

Service Workers

Janitors
Nurse Aides, Orderlies
Hairdressers, Cosmetologists
Chambermaid, Maid
Practical Nurses

Laborers, Except Farm

Gardeners, Groundskeepers

Farmers and Farm Workers

None

CONSTRUCTION

Significant Occupations by Occupational Group

Riverside-San Bernardino Counties

1979-80

Professional, Technical

Civil Engineers

Surveyors

Draftsmen

Accountants

Designers

Manager, Officials, Proprietors

None

Sales Workers

Salesmen, Service and Construction

Clerical Workers

Secretaries

Bookkeepers

Typists

Receptionists

Crafts Workers

Carpenters

Plumbers and Pipefitters

Electricians

Excavating, Grading Machine Operators

Painters, Construction, Maintenance

Cement and Concrete Finishers

Roofers and Slaters

Brickmasons and Stonemasons

Operatives

Truck Drivers

Dry Wall Installers

Welders and Flame Cutters

Drillers, Earth

Service Workers

Janitor

Laborers, Except Farm

Construction Labor, Exc. Carpenter Helpers

Freight, Material Handlers

Gardeners, Groundskeepers, Exc. Farm

Farmers and Farm Workers

None

MANUFACTURING

Significant Occupations by Occupational Groups

Riverside-San Bernardino Counties

1979-80

Professional, Technical

Engineers, Industrial

Accountants

Editors and Reporters

Draftsmen

Engineers, Electrical

Electrical, Electronics, Technicians

Personnel, Labor Relations

Managers, Officials, Proprietors

Sales Managers, Excluding Retail Trade

Sales Workers

Sales Representatives, Manufacturing

Clerical Workers

Secretaries

Bookkeepers

Shipping, Receiving Clerks

Stock Clerks

Expeditors, Production Controllers

Typists

Craftsmen

Heavy Equipment Mechanics, Including Diesel

Machinists

Electricians

Carpenters

Operatives

Assemblers

Checkers, Examiners

Sewers and Stitchers

Welders and Flame Cutters

Truck Drivers

Packers, Wrappers

Service Workers

Janitors

Guards and Watchmen

Laborers, Except Farm

Freight, Material Handlers

Farmers and Farm Workers

None

Cranemen, Derrickmen, Hoistmen

Tool, Die Makers

Compositors and Typesetters

Cabinetmakers

TRANSPORTATION, COMMUNICATIONS, AND UTILITIES

Significant Occupations by Occupational Group

Riverside-San Bernardino Counties

1979-80

Professional, Technical

Engineers, Electrical
Draftsmen
Personnel, Labor Relations Workers
Accountants
Electrical, Electronics Technicians
Public Relations Men, Writers

Managers, Officials, Proprietors

Railroad

Sales Workers

Salesmen, Service and Construction

Clerical Workers

Telephone Operators
Secretaries
Bookkeepers
Typists

Crafts Workers

Telephone Installers, Repairers
Railroad, Car Shop Repairers
Electric Power Linemen, Cablemen
Locomotive Engineers
Electricians

Operatives

Truck Drivers
Bus Drivers
Railroad Switchmen
Railroad Brakemen
Delivery and Routemen

Service Workers

Janitors

Laborers, Except Farm

Stock Handlers
Freight, Material Handlers

Farmers, and Farm Worker

None

FINANCE, INSURANCE, AND REAL ESTATE

Significant Occupations by Occupational Group

Riverside-San Bernardino Counties

1979-80

Professional, Technical

Accountants

Managers, Officials, Proprietors

Bank, Financial Managers

Managers, Superintendants, Building

Sales Workers

Real Estate Agents, Brokers

Insurance Agents, Brokers

Stock and Bond Salesmen

Clerical Workers

Secretaries

Bank Tellers

Bookkeepers

Typists

Insurance Adjusters, Examiners

Crafts Workers

None

Operatives

None

Service Workers

Janitors

Laborers, Except Farm

Gardners, Groundskeepers

Farmers and Farm Workers

None

AGRICULTURE, FORESTRY, FISHERIES

Significant Occupations by Occupational Group

Riverside-San Bernardino-Ontario

1979-80

Professional, Technical

Foresters

Veterinarians

Agriculture and Biological Technicians

Agricultural Scientists

Managers, Officials, Proprietors

Sales Managers, Exc. Ret. Trade

Sales Workers

Sales Representative, Wholesale Trade

Clerical Workers

Bookkeepers

Secretaries

Typists

Payroll, Timekeeping Clerks

Receptionists

Statistical Clerk

Crafts Workers

Heavy Equipment Mechanics, Incl. Diesel

Carpenters

Electricians

Bulldozer operators

Operatives

Packers, Wrappers, Ex Meat, Products

Truck Drivers

Delivery and Routemen

Service Workers

Janitors

Cooks, Exc. Private

Guards and Watchmen

Laborers, Except Farm

Gardeners, Groundskeepers Exc. Farm

Animal Caretakers, Exc. Farm

Farmers and Farm Workers

Farm Laborers

Farmers, Owners, and Tenants

Farm Managers

Farm Foremen

Wage and Salary Employment

San Bernardino-Riverside-Ontario SMSA

1977-1980

Annual Averages

			Forecast	
	1977	1978	1979	1980
Total, all industries	394,800	430,300	455,000	483,200
Agricultural wage & salary				
Agri. serv., forestry & fisheries	19,900	20,900	21,000	21,200
Nonagricultural wage & salary workers	374,800	409,400	434,000	462,000
Mineral extraction	2,400	2,400	2,500	2,600
Construction	20,400	26,600	29,000	33,300
Manufacturing	58,500	63,400	67,200	70,200
Durable goods	42,300	45,700	48,400	50,600
Nondurable goods	16,200	17,700	18,800	19,600
Transportation & public utilities	20,000	21,500	22,500	23,800
Wholesale Trade	13,500	13,400	14,000	14,800
Retail Trade	75,600	85,400	92,600	100,700
Finance, insurance, & real estate .	15,100	16,800	17,800	18,600
Services	75,700	83,500	90,000	97,000
Government	93,700	96,400	98,400	101,000

JOBS FOR WHICH YOU CAN TRAIN THROUGH APPRENTICESHIP

Air-conditioning, refrigeration, and heating mechanics
Automobile body repairers
Automobile mechanics
Automobile painters
Barbers
Blacksmiths
Boilermaking occupations
Bookbinders and bindery workers
Bricklayers, stonemasons, and marblesetters
Carpenters
Cement mason and terrazzo workers
Central office craft occupations
Compositers
Cooks and chefs
Coremakers
Cosmetologists
Dental laboratory technicians
Diesel mechanics
Dispensing opticians
Drafters
Electric sign repairers
Electricians (construction)
Electroplaters
Electrotypers and sterotypers
Farm equipment mechanics
Floor covering installers
Forge shop occupations
Funeral directors and embalmers
Glaziers
Industrial machinery repairers
Instrument repairers
Instrument makers (mechanical)
Insulation workers
Ironworkers
Jewelers
Lathers
Line installers and cable splicers
Lithographers
Machinists, all-round
Maintenance electricians
Meatcutters
Millwrights
Molders
Motion picture projectionists
Operating engineers
Ophthalmic laboratory technicians
Painters and paperhangers
Patternmakers
Photoengravers
Plasterers
Plumbers and pipefitters
Printing press operators and assistants
Roofers
Setup workers (machine tools)
Sheet-metal workers
Shop trades (railroad)
Stationary engineers
Telephone and PBX installers and repairers
Tilesetters
Tool-and-die makers
Truck mechanics and bus mechanics
Watch repairers

JOBS FOR WHICH YOU CAN QUALIFY IF YOUR'RE NOT A HIGH SCHOOL GRADUATE

Assemblers
Automobile body repairers
Automobile mechanics
Automobile painters
Bank tellers
Barbers
Bartenders
Bellhops and bell captains
Blacksmiths
Boat-engine mechanics
Boilermaking occupations
Boiler tenders
Bowling-pin-machine mechanics
Bricklayers, stonemasons and marblesetters
Building custodians
Carpenters
Cashiers
Cement masons and terrazzo workers
Central office craft occupations
Central office equipment installers
Construction laborers
Cooks and chefs
Coremakers
Cosmetologists
Dancers
Diesel mechanics
Dining room attendants and dishwashers
Drywall installlers and finishers
Farm equipment mechanics
File clerks
Floor covering installers
Floral designers
Homemaker-home health aides
Hotel housekeepers and assistants
Industrial machinery repairers
Inspectors (manufacturing)
Insulation workers
Licensed practical nurses
Local transit busdriver
Local truckdrivers
Locksmiths
Long-distance truckdrivers
Machine tool operators
Mail carriers
Meatcutters
Merchant marine officers
Merchant marine sailors
Millwrights
Models
Molders
Motion picture projectionists
Motorcycle mechanics
Musicians
Nursing aides, orderlies, and attendants
Operating engineers
Painters and paperhangers
Parking attendants
Pest controllers
Photographic laboratory occupations
Physical therapist assistants and aides
Postal clerks

Jobs for not high school graduates (continued):

Food counter workers
Forge shop occupations
Furniture upholsters
Gasoline service station attendants
Guards
Roofers
Route drivers
Shipping and receiving clerks
Shoe repairers
Signal department workers
Singers
Social services aides
Station agents
Stationary engineers
Stock clerks
Taxicab drivers
Telegraphers, telephoners and tower operators
Power truck operators
Private household workers
Production painters
Respiratory therapy workers
Retail trade sales workers
Telephone and PBX installers and repairers
Television and radio service Technicians
Tilesetters
Track workers
Truck mechanics and bus mechanics
Vending machine mechanics
Waiters and waitresses
Watch repairers
Welders

JOBS FOR WHICH YOU CAN QUALIFY IF YOU'RE A HIGH SCHOOL GRADUATE

Actors and actresses
Air traffic controllers
Air-conditioning, refrigeration, and heating mechanics
Airplane mechanics
Airplane pilots
Appliance repairers
Assemblers
Automobile body repairers
Automobile mechanics
Automobile painters
Automobile parts counter worker
Automobile sales workers
Automobile service advisers
Bank clerk
Bank tellers
Barbers
Bartenders
Bellhops and bell captains
Blacksmiths
Blue-collar workers supervisors
Boat-engine mechanics
Boilermaking occupations
Bookbinders and bindery workers
Bookkeeping workers
Bowling-pin-machine mechanics
brake operators
Bricklayers, stonemasons and marblesetters
Cement masons terazzo workers
Central office craft occupations
Central office equipment
Claim representatives
Collection workers
Commercial artists
Compositors
Computer operating personnel
Computer service technicians
Conductors
Construction inspectors
Construction laborers
Cooks and chefs
Coremakers
Correction officers
Cosmetologists
Dancers
Dental assistants
Dental laboratory technicians
Diesel mechanics
Dining room attendants and washers
Dispensing opticians
Display workers
Drywall installers and finishers
EEG technicians
EKG technicians
Electric sign repairers
Electroplaters

Jobs for which you can qualify if you're a high school graduate (continued):

Broadcast technicians
Building custodians
Carpenters
Cashiers
File clerks
Firefighers
Flight attendants
Floor covering installers
Floral designers
Food counter workers
Forestry technicians
Forge shop occupations
Funeral directors and embalmers
Furniture upholsters
Gasoline service station attendant
Glaziers
Guards
Homemaker-home health aides
Hotel front office clerks
Hotel housekeepers and assistants
Industrial machinery repairers
Inspectors (manufacturing)
Instrument makers (mechanical)
Instrument repairers
Insulation workers
Intercity busdrivers
Ironworkers
Jewelers
Lathers
Library technicians and assistant
Licensed practical nurses
Line installers and cable splicers
Lithographers

Electrotypers and stereotypers
Elevator constructors
Engineering and science technician Farm equipment mechanics
Machinists, all-around
Mail carriers
Maintenance electrician
Meatcutters
Medical laboratory workers
Medical record technicians and clerks
Merchant marine officers
Merchant marine sailors
Millwrights
Models
Molders
Motion picture projectionists
Motorcycle mechanics

Jobs for which you can qualify if you're a high school graduate(continued):

Local transit busdrivers

Local truckdrivers

Locksmiths

Locomotive engineers

Long-distance truckdrivers

Machine tool operators

JOBS FOR WHICH YOU PROBABLY WILL NEED SOME COLLEGE OR SPECIALIZED TRAINING

Actors and actresses
Air traffic controllers
Airplane mechanics
Airplane pilots
Barbers
Blacksmiths
Blue-collar worker supervisors
Broadcast technicians
Buyers
Commercial artists
Computer operating personnel
Computer service technicians
Construction inspectors (government)
Cooks and chefs
Cosmetologists
Dancers
Dental assistants
Dental hygienists
Dental laboratory technicians
Drafters
EEG technicians
EKG technicians
Emergency medical technicians
Engineering and science technicians
Engineering and science technicians
Forestry technicians
Funeral directors and embalmers
Hotel managers and assistants
Instrument repairers
Interior designers
Library technicians and assistants
Medical record technicians
Models
Musicians
Occupational therapy assistants
Operating room technicians
Optometric assistants
Park, recreation, and leisure service workers
Photographers
Physical therapist assistants and aides
Police officers
Programmers
Radio and television announcers
Radiologic (X-ray) technologists
Real estate agents and brokers
Registered nurses
Respiratory therapy workers
Secretaries stenographers
Singers
Surveyors
Television & radio service technicians
Wastewater treatment plant operators
Wholesales trade sales workers

Licensed practical nurses
Medical laboratory workers

JOBS FOR WHICH YOU PROBABLY WILL NEED A COLLEGE EDUCATION

Accountants
Actuaries
Advertising workers
Airplane pilots
Anthropologists
Architects
Astronomers
Bank officers and managers
Biochemists
Buyers
Chemists
Chiropractors
City managers
Claim representatives
College and university teachers
College career planning and placement
Counselors
College student personnel workers
Cooperative extension service workers
Credit managers
Dentists
Dietitians
Economists
Elementary school teachers
Employment counselors
Engineers
FBI special agents
Food scientists
Foresters
Geographers
Geologists
Geophysicists
Insurance agents and brokers
Interpreters
Kindergarten teachers
Landscape architects
Lawyers
Librarians
Life scientists
Manufacturers' sales workers
Marketing research workers
Mathematicians
Medical laboratory workers
Medical record administrators
Merchan marine officers
Nurses
Newspapers reporters
Occupational therapists
Occupation safety and health workers
Oceanographers
Optometrists
Osteopathic physicians
Park, recreation, and leisure service workers
Personnel and labor relations workers
Pharmacist
Physical therapists
Physicians
Physicists
Podiatrists
Political scientists
Programmers

Jobs for which you probably will need a college education (continued):

Health and regulatory inspectors
Health service administrators
Historians
Home economists
Hotel managers and assistants
Industrial designers
Industrial traffic managers
Registered nurses
Rehabilitation counselors
Roman catholic priests
School counselors
Secondary school teachers
Securities sales workers
Social workers
Sociologists
Soil conservationists
Social scientists
Protestant ministers
Psychologists
Public relations workers
Purchasing agents
Rabbi
Radio and television announcers
Range managers
Speech pathologists and audiologists
Statisticians
Systems analysts
Teachers
Technical writers
Underwriters
Urban planners
Veterinarians
Wholesale trade sales workers

JOB OPPORTUNITIES FROM INDUSTRIAL CHANGE AND REPLACEMENT NEEDS - 1980 to 85

San Bernardino - Riverside SMSA

LINE NUMBER	OCCUPATIONAL CATEGORY	JOB OPPORTUNITY RATIO
1	Total all Occupations	35517
2	Professional, Technical, Kindred	4101
3	Engineers, Technical	388
4	Engineers, Aero-Astronautic	17
5	Engineers, Chemical	6
6	Engineers, Civil	79
7	Engineers, Electrical	75
8	Engineers, Industrial	78
9	Engineers, Mechanical	37
10	Engineers, Metallurgical	5
11	Engineers, Mining	7
12	Engineers, Petroleum	0
13	Engineers, Sales	10
14	Engineers, Other	74
15	Life and Physical Scientists	52
16	Agricultural Scientists	11
17	Atmospheric, Space Scientists	5
18	Biological Scientists	9
19	Chemists	19
20	Geologists	3
21	Marine Scientists	1
22	Physicists and Astronomers	4
23	Life, Physical Scientists NEC	0
24	Mathematical Specialists	9
26	Mathematicians	5
27	Statisticians	3
28	Engineers, Science Technicians	216
29	Agri, Biolog Tech Exc Health	3
30	Chemical Technicians	10

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Job Opportunities - 1980 to 1985 (continued)

LINE NUMBER	OCCUPATIONAL CATEGORY	JOB OPPORTUNITY RATIO
31	Drafters	10
32	Electrical, Electronic Tech.	90
33	Industrial Engineering Tech.	39
34	Mathematical Tech.	7
35	Mechanical Engineering Tech.	2
36	Surveyors	0
37	Engineering, Science Tech. Mec.	33
38	Medical Workers, Exc Tech.	970
39	Chiropractors	22
40	Dentists	24
41	Dietitians	23
42	Optometrists	8
43	Pharmacists	58
44	Physicians, MD Osteopaths	141
45	Podiatrists	3
46	Registered Nurses	599
47	Therapists	81
48	Veterinarians	6
49	Other Medical and Health	4
50	Health Technol and Tech.	200
51	Clinical Lab Technol, Tech.	95
52	Dental Hygienists	24
53	Health Record Technol, Tech.	9
54	Radiologic Technol, Tech.	45
55	Therapy Assistants	3
56	Other Health Technol, Tech	24
57	Technicians, Exc Health	43
58	Airplane Pilots	19
59	Air Traffic Controllers	6
60	Embalmers	3
61	Flight Engineers	1

Job Opportunities - 1980 to 1985 (continued):

LINE NUMBER	OCCUPATIONAL CATEGORY	JOB OPPORTUNITY RATIO
62	Radio Operator	8
63	Other Technicians EXC Health	6
65	Computer Specialists	54
66	Computer Programers	31
67	Computer Systems Analysts	21
68	Other Computer Specialists	2
69	Social Scientists	65
70	Economists	22
71	Psychologists	32
73	Biologists	2
74	Urban and Regional Planners	8
75	Other Social Scientist	2
76	Teachers	765
77	Adult Education Teachers	5
78	College and University Teachers	79
97	Elementary School Teachers	
98	Preschool, Kindergarten	391
99	Secondary School Teachers	152
106	Teachers Mec, EXC Coll. University	67
107	Writers, Artists, Entertainers	354
108	Actors	1
109	Athletic and Kindred Workers	32
110	Authors	5
111	Dancers	6
112	Designers	49
113	Editors and Reporters	65
114	Musicians and Composers	66
115	Painters and Sculptors	29
116	Photographers	11
117	Public Relations Specialists	60

Job Opportunities - 1980 to 1985 (continued):

LINE NUMBER	OCCUPATIONAL CATEGORY	JOB OPPORTUNITY RATIO
118	Radio, IV Announcers	6
119	Writers, Artists, Entertain Mec.	23
120	Other Professional, Technical	985
121	Accountants	265
122	Architects	21
123	Archivists and Curators	1
124	Clergy	107
125	Religious Workers, EXC Clergy	36
126	Farm Management Advisors	0
127	Foresters, Conservationists	10
128	Home Management Advisors	0
129	Judges	8
130	Lawyers	61
131	Librarians	32
132	Operations, Systems Research	34
133	Personnel Labor Relations	217
134	Research Workers, Mec	8
135	Recreation Workers	45
136	Social Workers	121
137	Vocational, Ed. Counselors	18
138	Managers, Officials, Proprietors	4168
139	Buyers, Sales, Loan Managers	798
140	Bank, Financial Managers	224
141	Credit Managers	16
142	Buyers, Shippers, Farm Prod.	7
143	Buyers, Wholesale, Retail	172
144	Purchasing Agents, Buyers, Mec	78
145	Sales Manager, Retail Trade	202
146	Sales Manager, EXC RET Trade	98
147	Administrators, Pub Inspectors	266
148	Assess, Control, Loc Pub Admin.	16

Job Opportunities - 1980 to 1985 (continued):

LINE NUMBER	OCCUPATIONAL CATEGORY	JOB OPPORTUNITY RATION
149	Construction Inspector, Pub.	12
150	Health Administrators	65
151	Inspectors, EXC Construct Pub.	26
152	Officials, Admins. Pub.	71
153	Postmasters and Mail Super.	5
154	School Admin, College	12
155	School Admin, Elem. Secondary	61
156	Other Managers, Officials, Props	3104
157	Funeral Directors	5
158	Mgrs. Superintendents, Bldg	166
159	Office Managers, Mec	177
160	Officers, Pilots, Pursers, Ship	2
161	Officials of Lodges, Unions	19
162	Railroad Conductors	42
163	Restaurants, Cafe, Bar Mgrs	229
164	Other Mgrs. Administrators	2464
165	Sales Workers	3718
166	Advertising Agents, Sales WXRS	54
167	Auctioners	1
168	Demonstrators	30
169	Mucksters and Peddlers	33
170	Insurance Agents, Brokers, Efc	215
171	Newspapers Carriers and Vendors	12
172	Real Estate Agents, Brokers	534
173	Sales Repres. Stock and Bonds	22
174	Sales Workers, Mec	2816
179	Clerical Workers	6042
180	Stenographers, Typists, Secre.	1880
181	Secretaries, Legal	63
182	Secretaries, Medical	120
183	Secretaries, Other	1432

Job Opportunities 1980 to 1985 (continued):

LINE NUMBER	OCCUPATIONAL CATEGORY	JOB OPPORTUNITY RATIO
184	Stenographers	-2
185	Typists	268
186	Office Machine Operators	70
187	Bookkeeping, Billing Operators	24
188	Calculating Machine Operators	6
189	Computer, Peripheral Equip.	45
190	Duplicationg Machine Operators	3
191	Keypunch Operators	-11
193	Other Office Machine Operators	3
194	Other Clerical Workers	4092
195	Bank Tellers	143
196	Billing Clerk	79
197	Bookkeepers, Account Clerk	773
198	Cashiers	882
199	Clerical Assist. Soc Welfare	10
200	Clerical Supervisors, Mec.	37
201	Collectors, Bill and Account	29
202	Counter Clerks, EXC Food	151
203	Dispatcher, Starter, Vehicle	22
204	Enumerators and Interviewers	21
205	Estimators, Investigators, Mec	145
206	Expeditors, Prod. Controllers	61
207	File Clerk	81
208	Insurance Adjust, Exam	48
209	Library Attendants, Assistant	36
210	Mail Handler, Exc Post Office	30
211	Mail Carriers, Post Office	37
212	Messengers and Office Helpers	14
213	Meter Readers, Utilities	6
214	Payroll, Time keeping Clerks	42
215	Postal Clerks	28

Job Opportunities, 1980 to 1985 (continued);

LINE NUMBER	OCCUPATIONAL CATEGORY	JOB OPPORTUNITY RATIO
216	Proofreaders	5
217	Real Estate Appraisers	21
218	Receptionists	206
219	Shipping, Receiving Clerk	111
220	Statistical Clerks	91
221	Stock Clerks, Store Keepers	128
222	Teachers Aides, Exc Monitors	231
224	Telegraph Operators	2
225	Telephone Operators	98
226	Ticket Station, Express Agents	27
227	Weighers	9
228	Misc Clerical Workers, Mec	489
229	Crafts and Kindred Workers	5560
230	Construction Crafts Workers	2312
231	Carpenters	743
233	Brickmasons and Stonemasons	61
236	Bulldozer Operators	56
236	Cement and Concrete Finishers	170
237	Electricians	344
239	Excavating, Grading, Mach Op	206
240	Floor Layers, Exc Tile Setters	9
241	Painters, Construction, Maint.	207
243	Paperhangers	17
244	Plasterers	25
246	Plumbers and Pipefitters	283
248	Roofer and Slater	101
249	Structrual Metal Craft	55
250	Tilesetters	34
251	Blue Collar Workers, Supvr, Mec	713
252	Metal Crafts Workers, Exc Mech	340

Job Opportunities, 1980 to 1985 (continued):

LINE NUMBER	OCCUPATIONAL CATEGORY	JOB OPPORTUNITY RATIO
253	Blacksmiths	2
254	Boilermakers	18
255	Meat Treaters, Annealers, Etc.	3
256	Forge and Hammer Operators	3
257	Job and Die Setters, Metal	15
258	Machinists	125
260	Millwright	16
261	Holders, Metal	21
263	Pattern and Model Mixers	12
264	Rollers and Finishers, Metal	4
265	Sheet Metal, Workers, Tinsmiths	52
267	Tool, Diemixers	69
269	Mechanics, Repairers, Instal	1285
270	Air Cond, Heating, Refrig.	142
271	Aircraft Mechanics	50
272	Auto Accessories Install	3
273	Auto Body Repairer	50
275	Auto Mechanics	403
276	Data Processing Mech Repairers	30
277	Farm Implement	15
278	Heavy Equip Mech, Iacl Diesel	274
279	Household Appliance Mechanics	101
281	Office Machine Repairer	21
282	Radio, Television Repairers	86
283	Railroad, Car Shop Repairers	37
284	Other Mechanics	68
285	Other Mechanics and Repairers	0
286	Printing Trade Crafts Workers	79
287	Bookbinders	4
288	Compositors and Typesetters	34
289	Electrotypers, Sterotypers	2

Job Opportunities, 1980 to 1985 (continued):

LINE NUMBER	OCCUPATIONAL CATEGORY	JOB OPPORTUNITY RATIO
290	Engravers Exc Photoengravers	1
293	Press Workers and Plate Printers	33
295	Transportation, Pub Util Craft	251
296	Elec Pwr Line Install, Repairers	48
297	Locomotive Engineers	67
298	Locomotive Engineers Helpers	4
299	Power Station Operators	3
300	Taxicab Drivers, Chauffeurs	42
301	Truck Drivers	469
302	Service Workers	5988
303	Cleaning Service Workers	1009
304	Lodging Qtrs Cleanrs, Exc Priv	273
305	Bldg Interior Cleaning, Mec	184
306	Janitors and Sextons	552
307	Food Service Workers	2753
308	Bartenders	185
309	Dining Room Attendants	213
310	Cooks, Exc Private	912
311	Dishwashers	119
312	Food Counter, Fountain Workers	199
313	Waiters, Waitresses	995
314	Food Workers, Mec, Exc Private	130
315	Health Service Workers	805
316	Dental Assistants	92
317	Health Aides, Except Nursing	127
318	Health Trainees	6
319	Nurses Aides, Orderlies	378
320	LVN (Lic Voc Nurses)	201
321	Personal Service Workers	510
322	Flight Attendants	3

Job Opportunities, 1980 to 1985 (continued):

LINE NUMBER	OCCUPATIONAL CATEGORY	JOB OPPORTUNITY RATIO
323	Atten, Recreation, Amusement	41
324	Atten, Personal Service, Mec	28
325	Baggage Porters and Bellhops	8
326	Barbers	13
327	Boarding, Lodging Housekeepers	30
328	Child Care Workers, Exc Private	168
329	Elevator Operators	7
330	Hairdressers, Cosmetologists	119
331	Housekeepers, Exc Private	50
332	School Monitors	25
333	Ushers, Recreation, Amusement	5
334	Welfare Service Aide	13
335	Protective Service Workers	464
336	Crossing Guard, Bridgetenders	26
337	Firefighters	34
338	Guards	327
339	Marshals and Constables	2
340	Police and Detectives	64
341	Sheriffs and Bailiffs	11
342	Private Household Workers	447
343	Child Care Workers	99
344	Cooks, Private	19
345	Housekeepers, Private	65
346	Launderers, Private Household	4
347	Priv Household cleaners, Servants	260
348	Laborers, Except Farm	1425
349	Animal Caretakers, Exc Farm	28
350	Carpenters Helpers	5
351	Constr. Labr, Exc Carpenter Help	295
352	Freight, Material Handlers	91
353	Garbage Collectors	22

Job Opportunities, 1980 to 1985 (continued):

LINE NUMBER	OCCUPATIONAL CATEGORY	JOB OPPORTUNITY RATIO
354	Gardener, Groundskeeper, Exc Farm	529
355	Longshore Workers, Stevedores	0
356	Timbercutting, Logging Workers	0
357	Stock Handlers	322
358	Vehicle Washer, Equip Cleaners	63
359	Warehouse Laborers, Mec	19
360	Other Laborers	49
361	Farmers and Farm Workers	651
362	Farmers and Farm Managers	144
363	Farmer (owners and tenants)	108
364	Farm Managers	36
365	Farm Laborers, Farm Supervisors	506
366	Farm Labor Supervisors	30
367	Farm Laborers, Wage Workers	468
368	Farm Laborers, Unpaid Family	10
369	Farm Laborers, Self-Empl	

ATTACHMENTS

GENERAL INFORMATION

ABOUT WORK ASSIGNMENT

1. Hours of Work - The schedules will vary from work station to work station, however, enrollees should not work less than 26 hours per week during the summer.

2. Pay - Enrollees will receive $3.10 an hour.

3. Payroll Procedures - Each enrollee will have his/her own time card for each pay period. The time will be kept by the supervisor, not by the enrollee.

   a. When an enrollee is placed on a job, a time card will be given to the agency. If the agency is new, the counselor will deliver the card and explain the SYEP payroll procedure to the supervisor.

   b. The enrollee time card will be signed by the enrollee and the supervisor.

   c. If an enrollee complains of shortage of pay, an investigation will take place, and if warranted, the pay correction will be made the following payday.

4. Holidays - SYEP does not pay for holidays.

5. Overtime - No enrollee will be paid overtime.

6. Sick Leave - No SYEP enrollee will be paid for sick leave compensation.

7. Lunch Hours - Enrollees are not paid for lunch hours.

8. Vacations - No enrollees are entitled to a vacation because the SYEP is a training program, not a job.

9. Counseling - Both individual and group counseling will be provided to all SYEP enrollees. Peer Group Counseling will provide encouragement and assistance in personal, social, economic and vocational adjustment. Vocational counseling will cover job application procedures, interview behavior, and in general, an introduction to the world of work.

10. Evaluation - All enrollees will be evaluated by their supervisor twice a month.

11. Transfer while in Training - No enrollee is eligible for a transfer during his training period without the approval and recommendation of his coordinator.

12. Attendance - SYEP enrollees are allowed one unexcused absence a month. An enrollee that has more than one unexcused absence a month will be evaluated by his coordinator for termination. If you are absent for any reason, be sure to contact your work supervisor at the beginning of the shift on the day of absence.

13. Quitting - If you wish to leave the SYEP, please contact your coordinator immediately.

ENROLLEE CHECK LIST

The work site supervisor will answer all questions listed below:

1. What hours are you assigned to work?_____
2. What is your lunch and break schedule?_____
3. Whom do you receive orders and instructions from?_____
4. Whom do you call if sick or unable to report to work?_____
5. What does your unit do?_____
6. What are the safety rules for your job?_____
7. Whom do you report to if injured at work?_____
8. What are the smoking rules?_____
9. What special clothing must you have?_____
10. What is the method of handling a grievance?_____
11. Where and who distributes paychecks?_____
12. What are the penalties for violating work rules?_____
13. Where can you keep your personal belongings while working?_____
14. Where are the designated eating areas?_____

YOUR CIVIL RIGHTS UNDER FEDERAL LAW

Let me tell you something about YOUR CIVIL RIGHTS UNDER FEDERAL LAW.

Your CETA sponsor has assured the U.S. Department of Labor that no one enrolled in the Comprehensive Employment and Training program will be discriminated against because of race, creed, color, handicap, national origin, sex, age, political affiliation, or beliefs.

This means that no benefits or services may be denied you because of your race, creed, color, handicap, national origin, sex, age, political affiliation, or beliefs;

that you may not be segregated or treated any differently from other participants because of your race, creed, color, handicap, national origin, sex, age, political affiliation, or beliefs while you are being registered, interviewed, counseled or tested; or while you are working or attending classes as part of the program;

that you must be provided an equal chance to use all facilities available in the program; and

that fair employment practice be provided to all staff with regard to recruiting, hiring, transfer, promotions, training compensation, benefits, layoff and termination, regardless of race, creed, color, handicap, national origin, sex, age political affiliation, or beliefs.

After all internal procedures for solving complaints are exhausted and you feel you have been denied any of these opportunities, you may phone, visit in person, or mail your compliant to the Inland Manpower Association, 336 N. LaCadena, Colton, CA 92324, at (714) 824-2500.

The Department's implementing regulations to the Civil Rights Act of 1964 guarantee you the right to make a complaint. You cannot in any way be penalized for filing a complaint through your CETA sponsor's established mechanism for administering the EEO program. You have 90 days in which to file a complaint. All complaints will be handled CONFIDENTIALLY.

HELPFUL JOB HINTS

1. Practice good grooming habits.

2. Consistently be on time.

3. Never argue with Supervisor. Be courteous, patient, and pleasant even though it is difficult! THINK before you speak or act --- Use your head!

4. Take only allotted time for lunch.

5. Listen carefully and get complete instructions the first time they are given. FOLLOW INSTRUCTIONS ACCURATELY. (Get a small looseleaf notebook and write down instructions -- your memory often fails you.)

6. Do not make assumptions; If you are not sure, ask.

7. Have all work tools (pencils, notebook, erasers, etc.) accessible and organized at all times.

8. Work to be seen by outsiders should receive special care. Proof-read all work. Let's maintain a good image of quality work from our school.

9. Be ACCURATE FIRST, then work for speed.

10. It is not polite or businesslike to participate in any conversation taking place where you are working unless you are specifically included. Continue with your work as though you do not see or hear. Everything you see, hear, or do in connection with your job is confidential.

11. Do a variety of different tasks in connection with your job.

12. Stay in assigned work area unless authorized to leave.

13. Use authorized equipment only!

14. Keep tools and equipment clean.

15. REMEMBER THE GOLDEN RULE: Do unto others as you would have others do unto you.

YOUR WORK IS IMPORTANT

You are doing useful work at the job site. People are counting on you.

BE ON TIME

GOOD ATTENDANCE

Punctuality is a good habit to develop. People notice you when you are on time. It gives you a good reputation.

If you have problems, be sure you:

_____ Know your employer's telephone number.

_____ Notify your job-supervisor if you cannot report for work on time.

_____ Discuss problems that interfere with your attendance with your job-supervisor.

_____ If you plan to quit your job, notify your employer at least one week in advance.

QUALITY OF WORK

Periodically you will receive an evaluation of your work by your supervisor. This is to help you know your strengths and weaknesses.

Help can and will be offered to you if there are any weaknesses--so that you may improve. If you are doing a good job, then you are to be praised. Here is how you will be graded.

_____ Responsibility

_____ Performance

_____ Cooperation

_____ Initiative

_____ Appearance

YOUR WORK RECORD

While working in SYEP you are building up a good work record. Your work experience will be helpful in the future when you apply for another job. The more you have done, the more you can offer a future employer.

EARN AND LEARN - DO THE BEST YOU CAN!!!

HEALTH AND SAFETY

Your good health and the health of others around you can be better insured if you follow proper safety procedures:

Here are a few to consider:

_____ Be careful when working at heights. Don't climb ladders that are too high. If you must climb a ladder, make sure the base is firmly on the ground and level.

_____ When using toxic fluids, such as duplicating fluids or cleaning solvents, make sure they do not get on your skin.

_____ Sharp objects should be handled carefully and properly.

_____ When working around electrical equipment, make sure it is in good repair and there are no short circuits. Have your job-supervisor check over the equipment before you use it.

_____ Be careful of wet floors, they are slippery and dangerous.

_____ Goggles or eye shields should be worn where there is danger of debris hitting the eyes.

_____ Always concentrate on the job that you are doing at the time. With your divided attention there is more possibility of an accident.

_____ Injury to your back or muscles can result if you do not know how to lift heavy or bulky objects properly.

Lifting: Here are a few things to consider:

_____ That the load is not too heavy for one person to lift.

_____ That a correct lifting stance be taken before lifting any object of consequential weight.

_____ That fingers and toes are not in position that if an object should shift weight or fall, injury could result.

HOW TO PREPARE YOURSELF FOR JOB INTERVIEWS

1. KNOW YOURSELF - Your prospective employer will want to know your interests and qualifications, so be prepared to tell them briefly, intelligently and clearly during the interview.

2. ANTICIPATE QUESTIONS THE EMPLOYER MIGHT ASK - Be prepared to tell why you want the job and why you want to work for the firm or agency. Know something about the job you are applying for.

3. CHECK YOUR PERSONAL APPEARANCE - Be neat, clean and appropriately dressed. Don't wear heavy make-up or strong perfume. Don't chew gum and don't smoke unless invited to do so.

4. GO TO THE INTERVIEW ALONE - The employer is interested in you in the way you present yourself. He doesn't want to hear what your relatives or friends think of your qualifications. He will judge for himself.

5. ARRIVE EARLY - Get to the interview at least five minutes ahead of time. Present yourself in a straightforward manner. Let the receptionist know who you are and whom you wish to see.

6. BE ALERT DURING THE INTERVIEW - Sit up straight and look alert during the interview. Try to be at ease and to answer your prospective employer's questions in a businesslike manner.

7. BRING A FACT SHEET - A fact sheet about your jobs, dates of work, wages and kinds of work is essential. If you have this information with you, it will make filling out an application much easier.

Each agency or firm has its own application form, but generally all application forms ask the following information.

a. Name
b. Address, telephone
c. Date of birth and place
d. Driver's license
e. Social Security Number
f. Work Permit
g. Names and addresses of former employers
h. Dates worked
i. Salary
j. Names and addresses of two people other than relatives who know you and your background
k. Names and addresses of all schools you attended
l. Dates you attended each school
m. Dates of graduation and diploma received

8. Points to remember during the interview:

   a. Do not sit down until you are asked to.
   b. Smile and speak clearly.
   c. Look directly at the person you are talking to and LISTEN.
   d. Know something about the job you are applying for.
   e. Be able to express why you think you can do this work.
   f. Fill out application carefully and neatly.

Peer Group Counseling In-Service Training Outline

I. ORIENTATION

A. SPEDY Peer Group Counseling

1. Rationale
2. Background
3. Desired Outcomes

B. Peer Counselor Role

1. Definition
2. Objectives
3. Expectations
4. Training Plan (intro)

II. TRAINING PROGRAM

A. Communication Skills

1. Ice-breaker
2. Communication Skills Theory

B. Facilitating Equal Communication

1. Attending Skills

a. slide program communication skills
b. role playing
c. slide program - part B
d. triads
e. feedback

C. Group Skills

1. Definition
2. Procedures
3. Ground Rules
4. Model
5. Practicum
6. Discussion

III. PEER GROUP COUNSELING OBJECTIVES

A. Overview

B. Objectives

1. Self-worth

a. definition
b. strategy
c. practice

2. Self-confidence

a. definition
b. strategy
c. practice

3. Motivation

a. definition
b. strategy
c. practice

IV. RECORD KEEPING

A. Counseling Log

1. Significance
2. Operation

B. Initial Enrollee Report

1. Significance
2. Operation

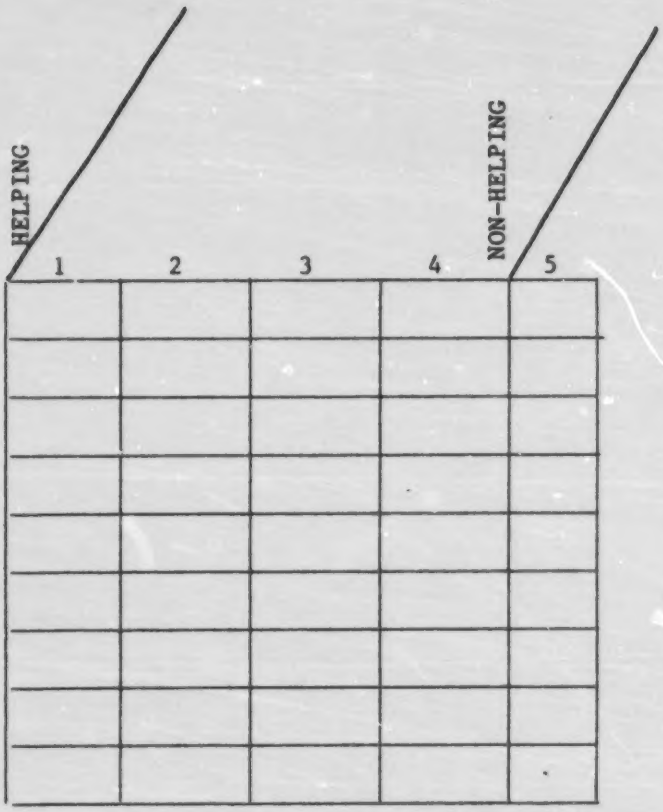
C. Initial Interview Format

1. Significance
2. Operation

D. Pre-Test

1. Significance
2. Operation

ATTENDING SKILLS



VERBAL COMMUNICATIONS

- WORD USAGE
- PARAPHRASING
- SILENCE
- INTERPRETATION
- QUESTIONING
- ADVISING (gives information)
- INTERRUPTING
- SUMMARIZING
- PUT DOWN

NON-VERBAL COMMUNICATIONS

- TONE OF VOICE
- EYE CONTACT
- FACIAL EXPRESSION
- BODY POSITION
- ENVIRONMENT
- TOUCHING
- GESTURING

NON-VERBAL COMMUNICATIONS

TONE OF VOICE

EYE CONTACT

FACIAL EXPRESSION

BODY POSITION

ENVIRONMENT

TOUCHING

GESTURING

VERBAL COMMUNICATIONS

WORD USAGE

PARAPHRASING

INTERPRETATION

INTERRUPING

PUT DOWN

ADVISING (gives information)

SILENCE

QUESTIONING

SUMMARIZING

INNERCHANGE CIRCLE SESSION GROUND RULES

1. Bring yourself to the circle and nothing else.
2. Everyone gets a turn to share, including the leader.
3. You can skip your turn if you wish.
4. Listen to the person who is sharing.
5. The time is shared equally.
6. There are no interruptions, probing, put-downs or gossip.

INNERCHANGE CIRCLE SESSION PROCEDURES

1. Setting up the circle. (1-2 minutes)
2. Reviewing the ground rules. (1-2 minutes) *
3. Stating the topic. (1-2 minutes)
4. Discussion time for circle members. (12-18 minutes)
5. Reviewing what was shared. (3-5 minutes)
6. Cognitive summary. (2-8 minutes)
7. Termination. (less than one minute)

* Optional

WHY HAVE A SESSION IN A CIRCLE?

A circle has no "room" for a front,
middle, or back.

No one feels that s/he is in
front or behind anyone.

Thus we're all side by side,
and equal to each other.

What is the session for?
To share:
1. experiences
2. thoughts
3. feelings

UNDERSTANDING VALUES

Write the following list of values according to how important each one is to you 1 (far right) being the most important and 27 (far left) being the least important.

politics	culture	security
religion	friendship	success
work	money	power
leisure	health	understanding
knowledge	peace	skill
love	laws	equality
family	self-respect	honesty
sex	happiness	trust
material possessions	freedom	_____ (other)

15_____

19_____ 14_____ 10_____

LEAST 22_____ 18_____ 13_____ 9_____ 6_____ MOST

24_____ 21_____ 17_____ 12_____ 8_____ 5_____ 3_____

25_____ 23_____ 20_____ 16_____ 11_____ 7_____ 4_____ 2_____ 1_____

The following steps are provided to constitute a decision making process that is constructed on prioritizing career goals through an alternative approach:

1. TENTATIVE GOAL(S) (to improve on any areas that are negative in initial assessment or other appropriate areas)

   A. _____

   Alternative _____

   B. _____

   Alternative _____

2. CAREER GOAL (What enrollee plans to be?)

   _____

   _____

   _____

3. EDUCATIONAL PLAN (Here is how enrollee plans to reach his goal.)

   A. _____

   Alternative _____

   B. _____

   Alternative _____

   C. _____

   Alternative _____

4. MODIFICATION (Have changes occurred in enrollee's career goal and educational plan?)

   _____

   _____

   Items 1 through 4 are decisions made by the enrollee with minimal guidance from peer group counselor. If during the program the enrollee changes plans, state his/her new goal.

5. TESTS GIVEN | PURPOSE | RESULTS(scoring)

   _____ | _____ | _____

   _____ | _____ | _____

   PROGNOSIS: (Action to be taken)

   _____

   _____

CHARACTERISTICS OF A GOOD LETTER OF APPLICATION

It's brief

A busy personnel manager or employer will seldom read a lengthy letter of application. Keep it to one page. You can say what you have to say in three or four short paragraphs, referring to your attached resume for a detailed summary of your qualifications for the job.

It's neat

Your letter should be in an acceptable business letter format, typed, and set up in an attractive manner on the page. The letter should always be an original, never a carbon copy. No strike-overs, smudges, erasures. Use quality bond paper, clean type, and a new ribbon.

It's correct

Mechanics of the language, such as spelling, punctuation, vocabulary, sentence structure, etc., must be flawless. If you can't get it right, have your work checked over by someone who can. Adapt the style of your letter to your reader.

It's a sales letter

Like your resume, your letter of application should be written like a sales letter. It should attract attention, arouse interest, create a desire for your services, and it should prompt the reader--the potential employer--to take action.

It conveys the appropriate message

The message you want to get across to a prospective employer is simply this: (a) I want to work for your company, (b) this is what I can do for you, and (c) I am prepared for a personal interview.

It's original

Be business-like, but avoid textbook formulas. After reading hundreds of letters of application, an employer will appreciate one with a fresh approach, one that shows care, thoughtfulness, and ingenuity in its preparation.

A SAMPLE COVERING LETTER

1234 Fifth Street
Anytown, CA 90000
(714) 123-4567
June 20, 19--

Mr. John Jones
JONES CORPORATION
6789 Tenth Street
Anytown, CA 90000

Address to specific person whenever possible. Make every effort to determine name of person in charge of hiring. We all prefer getting mail addressed to us by name rather than To whom it may concern.

Dear Mr. Jones:

This letter is in answer to your advertisement for a stenographer which appeared in the ANYTOWN GAZETTE. I would like to make my career as an Executive Secretary and I belive the position you offer would give me an excellent beginning.

THE GRABBER
Indicate position you are interested in and why you would be a great choice.

I was graduated from Anytown High School in June, 19--, where I majored in Secretarial Science and Business. My grade average B+ and I was tested at 55 wpm in typing and 80 to 90 wpm in shorthand.

Between June, 19-- and September, 19--, I was employed by the Smith Company in a clerical capacity. I did some typing and filing.

THE SELLING POINT
Briefly indicate your skills; work and educational background may also be included.

I would very much appreciate a personal interview and will come to your office at a convenient time for you. I may be reached at the above address or telephone number.

THE INTERVIEW
Indicate action you want employer to take. Give information needed to reach you. (see above)

Very truly yours,

Julie Darling

WHAT IS A RESUME?

A resume (pronounced REZ--oo--may, and sometimes spelled résumé) is a concise written summary of your personal and professional qualifications for a given job.

It's an inventory that you submit to an employer that tells what you have to offer for a particular job.

A resume is like a sales letter, or an advertising brochure, that you mail or deliver to a prospective employer. Its main purpose is to get you an interview by interesting an employer in your abilities and qualifications. It does this by presenting in an attractive form: who you are, what you know, what you have done, what kind of work you want, and why you should be hired.

Of course, you may answer the same questions on the job application form. But, your individuality and special qualities may not be brought out by the standardized questions on the application form.

When you write your own resume, however, you can "sell" yourself by pointing out, in your own words, your best features--your "selling points". In your resume, YOU decide what to say and how to say it. YOU decide on the format and the order in which the information is presented. By doing so, you show originality and creativity. Your personality comes through. Your resume becomes "you on paper".

COMPLETING AN APPLICATION

An application is really a test in itself. You as the applicant must sell yourself through this piece of paper. You are to determine which of the following statements concerning employment applications are true and which are false.

Decide which of the following statements regarding employment applications are true and which are false by writing either a "T" or a "F" before the statement.

___1. You should list the month, day and year in that order.

___2. You should always provide your entire mailing address, even if not requested.

___3. All education whether formal or otherwise should be listed by the applicant.

___4. If asked to indicate "last year of education completed", it is all right to include your present year (if over half way) as having been completed.

___5. Never leave any question blank.

___6. If you were fired from a recent job it is best to leave that information out of your application.

___7. Even if you quit a job because it was impossible to continue, try to state your reasons in a way that doesn't show that you were angry with your employer.

___8. When possible, references should be informed that their names will be used.

___9. References should be adults other than relatives.

___10. Although arrests or convictions may make employment difficult, you should never omit or state otherwise if asked.

___11. When an application form asks for a signature you may print or write your name.

___12. You should use a pencil when completing an application.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION Date_____ Social Security Number_____

Name_____ Age_____
Last First Middle

Present Address_____ How Long There_____
No. Street City State

Previous Address_____ How Long There_____
No. Street City State

Phone No._____ Own Home_____ Rent_____ Board_____ Date of Birth_____

Height_____ Weight_____ Married_____ Single_____ Widowed_____ Divorced_____ Separated_____

Citizen of U.S. A._____ No of Children_____ Dependents other Than Wife or Children_____ Referred By_____

EDUCATION

Name and Address of Last School Attended_____ Dates_____

Circle Last Year Completed-Grade 5 6 7 8 High School 1 2 3 4 Other 1 2 3 4

Special Training and Skills_____

MILITARY

Branch_____ From_____ To_____ Rank_____ Type Discharge_____ Draft Class_____

FORMER EMPLOYERS List Below LAST Four Employers, Starting With Last One First

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

Ever Discharged From A Job?_____ May We Call Present Employer____ Ever Bonded_____

Ever Refused Bond?_____ Ever Apply For Work Here Before?____ Where?_____ When?_____

Ever Arrested?_____ If So, Please Explain_____

Do You Have Any Overdue Bills?_____ If So, Please Explain_____

PHYSICAL RECORD

Have You Any Defects In Hearing?_____ In Vision_____ In Speech_____

Any Other Physical Defects?_____

Where You Ever Injured?_____ Give Details_____

In Case of Emergency Notify_____
Name Address Phone No.

REFERENCES Give below the names of three persons, excluding relatives and former employers whom you have known at least one year.

Name	Address	Business	Year Acquainted
1.			
2.			
3.			

APPLICANT'S AVAILABILITY

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Hours on Job
Part Time ___								
Day								
Full Time ___								
Nite								

As A Condition Of My Application And/Or Employment, I Authorize Investigation Of All Statements Contained In This Application. I Understand That Misrepresentation Or Omission Of Facts Called For Is Just Cause For Dismissal. If Hired, I Agree To Follow The Rules And Regulations Of Health And Legal Authorities And Such Rules And Regulations That This Business Or Any Of Its Licensees May From Time To Time Prescribe, Including, If Not Prohibited By Law, Lie Detector Tests, My Refusal To Cooperate Will Be Just Cause For Dismissal.

Date_____ Signature_____

DO NOT WRITE BELOW THIS LINE

Application continued on next page.

DO NOT WRTIE BELOW THIS LINE

EMPLOYEE RECORD

New Hire ___ Rehire ___ Will Report _____ Hired By _____
(signature-position)

If Hired, Give Date Of Last Termination _____

Rate Changes

Remarks _____ Date New Rate

_____

_____

_____

_____

_____

_____

TERMINATION

Date _____ Quit ___ REASON: Mil. ___ Family ___ ___ Return ___
Transfer ___ Relocation ___ Disat. ___ School ___

Other ___

PERFORMANCE SUMMARY

	EXC.	GOOD	FAIR	POOR
ATTENDANCE				
COMPATABILITY				
QUALITY OF WORK				
HONESTY				
INITIATIVE				
APPEARANCE				

	Yes	No
Adequate Notice Given		
Eligible for Rehire		

Discharged ___

Leave of Absence ___ Layoff ___ (consider rehire on return from leave or layoff)

REMARKS (Explain termination fully) _____

_____

_____

_____

_____
(Signature-Position)

Office of

Riverside County Superintendent of Schools

REGIONAL OCCUPATIONAL PROGRAM

12 TIPS FOR A SUCCESSFUL INTERVIEW

1. Be early rather than late for an interview.

2. Give your appearance a last minute check before appearing for your interview.

3. Check with receptionist or other responsible person upon arriving.

4. Be seated only if invited to do so.

5. Be alert when called for the interview. Shake hands only when invited to do so.

6. Be poised and alert, ready to answer questions clearly and accurate.

7. Think through your answers before replying - don't be too quick.

8. Be brief and business like. Stick to the subject at hand.

9. Have your personal data sheet and papers ready.

10. Ask questions that you have concerning the job.

11. At conclusion of interview, thank interviewer for his time.

12. If not offered job at the interview, inquire as to what is the next step you should follow.

Name _____ Grade _____ Date _____

JOB SEARCH

Pick three jobs you are interested in finding out more information on and list them below next to A, B & C. Using V.I.E.W. or the Occupational Outlook Handbook, find the answer to the following.

JOB

1. List two aptitudes needed for each of your jobs.

_____ A.

_____ B.

_____ C.

2. List the preparation (how long) and training (where you can get training) required for your jobs.

_____ A.

_____ B.

_____ C.

3. What are the prospects and opportunities for finding work and advancing at these jobs?

_____ A.

_____ B.

_____ C.

4. List one local training facility for each job.

_____ A.

_____ B.

_____ C.

5. Now that you have the basic information, decide which one job fits your needs best and write it down below with a short paragraph on why you arrived at your decision.

PEER GROUP COUNSELOR _____

ENROLLEE NAME	SCHOOL	WORKSITE	METHOD: Session	Indiv.	group	ACTIVITIES/COMMENTS	Enrollee Initial	DATE

OFFICE OF RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

PEER COUNSELING PROGRAM

Initial Enrollee Report

To be filled out by Peer Counselor during first interaction with Enrollee. Please retain in your records for future reference.

1. What are your general impressions of the Enrollee?

2. What do you see as the strengths of this Enrollee? (Self-confidence, good self-image, strong motivation.)

3. What do you see as the weaknesses of this Enrollee? (Self-confidence, good self-image, strong motivation.)

4. What goals have you mutually decided upon for future meetings?

5. Any further comments concerning this Enrollee?

6. If you feel you need to meet with the Regional Counselor concerning this enrollee, please contact your Counselor to arrange a meeting. Be sure to make a notation of the time and location of the meeting.

Time: _____

Location : _____

INTRO TO ENROLLEE QUESTIONS

To aid the peer counselor in sessions with the enrollee there should be some structure and organization. The questions listed below will provide the peer counselor with the type of information needed in order to carry out effective communication and point to any potential problem areas the enrollee maybe having. Does the enrollee know where he or she is headed in life and most importantly, how will they reach their life goals? Is the enrollee aware of his or her personal strengths, weaknesses, and how these traits relate to career selection? Last but not least, does the enrollee possess the skills to apply for a job in the proper manner? These questions should aid you in pinpointing the problem areas.

QUESTIONS FOR ENROLLEE

1. How do you like your job now?

2. What would you like to do in the future?

3. Do you know how your interest, aptitudes and values relate to work?

4. Will you seek additional education or training in the future?

5. Do you feel comfortable making decisions?

6. Do you know how to apply for a job?

   1) fill out application

   2) fill out resume'

   3) fill out thank you note

7. Can you identify any areas you may need more help with?

8. What areas would you like me to help you with?

COUNSELING LOG

DATE	PURPOSE	REMARKS	FOLLOW-UP ACTION TAKEN

Cultural Activities/Field Trips

DATE	ACTIVITY	HOURS

SITE VISITS

DATE	REMARKS

B I B L I O G R A P H Y

California. Department of Industrial Regulations. Division of Labor Standards Enforcement. Digest of California Child Labor Laws, 1976, 1977, 1978 and 1979.

California. Employment Development Department. Division of Employment Data and Research. Projections of Employment by Industry and Occupation, September 1979.

"Comprehensive Employment and Training Act; Regulations for Programs under Parts A & C of Title IV of the Act". Federal Register, Vol. 44, No. 192 (Tuesday, October 2, 1979). pg. 56866 - 56885.

Prebis, Walter T. (Manpower Officer, Riverside County). Program Monitoring Report Summer Youth Employment Program (SYEP). Riverside, CA: Riverside County Manpower Office, 1979.

Rouson, William E. (Youth Work Experience Coordinator, Riverside County Superintendent of Schools). A Comprehensive Plan (SYEP) Summer Youth Employment Program. Riverside, CA: Office of Riverside County Superintendent of Schools, March,1979.

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Rouson, William E. and Matti F. Dobbs, Ph.D. (Research Consultant, University of California Riverside Graduate School of Administration). Program Evaluation Report SYEP. Riverside, CA: Office of Riverside County Superintendent of Schools, 1979.

Urban Management Consultants, Inc. SYEP System Pre-Implementation Activities Work Book. San Francisco: Urban Management Consultant, Inc. 1980.

Elsinore Public Schools 1201 West Graham Avenue * Elsinore, Ca 92330 * (714) 674-2114

District Office
1201 West Graham Avenue
Elsinore, Ca. 92330
(714) 674-2114

Elsinore Elementary School
512 West Sumner
Elsinore, Ca 92330
(714) 674 2164

Machado Elementary School
15150 Joy Street
Elsinore, Ca 92330
(714) 674 2137

Wildomar Elementary School
21575 Palomar Road
Wildomar, Ca 92395
(714) 678 2239

Elsinore Jr. High School
1201 West Graham Avenue
Elsinore, Ca 92330
(714) 674 2118

Elsinore Union High School
21800 Canyon Drive
Elsinore, Ca 92330
(714) 674 3194

May 29, 1975

Dr. Don Kenny, Superintendent
Riverside County Schools Office
4015 Lemon Street
Riverside, California 92502

Dear Don,

The Elsinore Union High School District participated in the summer N.Y.C. peer counseling program last summer. We were impressed with the communication these young people provided our N.Y.C. enrollees.

Elsinore Union High School District would like to see more use of peer counseling as a model for our students. This might involve field trip experiences, which would offer an opportunity for more model experiences.

We are looking forward to another successful year in association with your office.

Respectfully yours,

James J. Sheridan
Superintendent

JJS/ce

c.c. Merrill Bobele

CORONA UNIFIED SCHOOL DISTRICT

300 Buena Vista Avenue * Corona, California 91720 * (714) 736-3301

Charles S. Terrell, Jr., Ed D. - Superintendent (714) 736-3231

DIVISION OF INSTRUCTION
Austin M. Mason, Ed.D., Ass't. Supt. -- (714) 736-3341

May 28, 1975

Dr. Don Kenny, Superintendent
Riverside County Schools
4015 Lemon Street
Riverside, California 92502

Dear Don:

The Corona-Norco Unified School District participated in the summer N.Y.C. peer counseling program last summer. We were impressed with the communication these young people provided our N.Y.C. enrollees.

The success of our summer program centers around a young ex-Corona Senior High N.Y.C. student who is hired by the County to provide peer counseling, program coordination and overall leadership for the N.Y.C. summer program.

We are looking forward to another successful year in this association with your office.

Sincerely,

Austin M. Mason

Austin M. Mason, Ed.D.
Assistant Superintendent
Instruction

da

ALVORD UNIFIED SCHOOL DISTRICT

10365 KELLER AVENUE RIVERSIDE, CALIF. 92505 (714) 785-9367

ARLANZA ELEMENTARY
9091 RUTLAND
COLLETT ELEMENTARY
10830 COLLETT
FOOTHILL ELEMENTARY
9370 WELLS
LA GRANADA ELEMENTARY
10246 KELLER
MYRA LINN ELEMENTARY
10435 BRAMLETTE WAY
ORANGEMAA ELEMENTARY
3550 FILLMORE
TERRACE ELEMENTARY
9881 RUTLAND
TWINHILL ELEMENTARY
11000 CAMPBELL
ROSEMARY KENNEDY
6411 MITCHELL
ARIZONA INTERMEDIATE
11048 ARIZONA
WELLS INTERMEDIATE
WELLS AND CREST STREETS
ALVORD CONTINUATION HIGH
3604 PIERCE STREET
LA SIERRA HIGH
4145 LA SIERRA
NORTE VISTA HIGH
6890 CREST

May 15, 1975

Mr. William Rouson, Coordinator
Youth Work Experience Program
2970 Rubidoux Avenue
Riverside, California 92509

Dear Mr. Rouson:

I was glad to hear that there would be a Summer Youth Program. So that I may finalize my plans, would you please keep me informed as to details such as job slot numbers, total financing and support personnel.

Will there be any sort of peer group counseling supplied by the county? It had a certain positive effectiveness last year when your team called. It would be nice to have the concept continued to augment our existing efforts.

Very truly yours,

James P. Baross
Work Experience Coordinator

JPB:cc

M. Delbert Lobb
Superintendent of Schools

San Jacinto Unified School District

600 EAST MAIN STREET • SAN JACINTO, CALIFORNIA 92383 • TELEPHONE 654-2075

"... WHERE THE INDIVIDUALITY OF EACH STUDENT IS RECOGNIZED THROUGH PERSONALIZED TEACHING."

BOARD OF TRUSTEES

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HARRY HANSON

ROBERT McDOLE

GLENN MOSELEY

May 27, 1975

Mr. William E. Rouson
N.Y.C. Coordinator
Office of Riverside County
Superintendent of Schools
4015 Lemon Street
Riverside, California 92502

Dear Mr. Rouson:

Last Summer's N.Y.C. Program included the use of Peer Group Counseling. We feel this group to be a very positive factor in re-inforcing the value of work habits and work attitudes with our students.

The counseling caused our students to be aware that, as individuals, they were more important to the program than the actual work they were assigned.

We hope the use of Peer Group Counseling can continue as a part of the N.Y.C. Program.

Sincerely,

Dale Coogan

Dale Coogan
District Superintendent

tb

BEAUMONT UNIFIED SCHOOL DISTRICT

126 W. FIFTH · P. O. BOX 187
BEAUMONT, CALIFORNIA 92223
TELEPHONE 845-1631

BOARD OF TRUSTEES
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RAYMOND RAMONT, Jr.

May 27, 1975

JAMES L. LUCAS
DISTRICT SUPERINTENDENT
EDWARD B. SIMPSON
ASSISTANT SUPERINTENDENT

Mr. William Rouson
Coordinator, Neighborhood Youth Corps
Riverside County Schools Office

Dear Mr. Rouson:

I would accept a peer group counseling program under direction of Beaumont coordinator if at least half of counselors were local and approved locally, and the District had the power to monitor the program.

Sincerely,

James L. Lucas
District Superintendent

JLL:pv

hemet unified school district

2350 WEST LATHAM AVENUE • HEMET, CALIFORNIA 92343 • PHONE (714) 658-2171

May 27, 1975

Mr. William C. Rouson
N.Y.C. Coordinator
Office of Riverside County
Superintendent of Schools
4015 Lemon Street
Riverside, Ca 92502

Dear Mr. Rouson:

The peer-group counseling program held in our school district last year was beneficial to all concerned. The program as we perceived it was to help students in career and vocational counseling, to increase self-image and to raise the aspiration levels of the students. We believe the program had a positive effect in these areas.

We hope your program is continued this year.

Sincerely,

Wayne S. Hervi

Wayne S. Hervi
Assistant Superintendent

WSH:ab

BANNING UNIFIED SCHOOL DISTRICT
161 WEST WILLIAMS STREET
BANNING, CALIFORNIA 92220
TELEPHONE: 849-4781

OWEN W. CORBIN
DISTRICT
SUPERINTENDENT

MERRIS E. HAMMOND
ASSISTANT
SUPERINTENDENT,
BUSINESS

May 27, 1975

Mr. William C. Rouson
N.Y.C. Coordinator
Office of Riverside County
Superintendent of Schools
4015 Lemon Street
Riverside, CA 92502

Dear Mr. Rouson:

This letter is to endorse the concept of peer group counseling which was held last year at Banning. We believe this approach to be beneficial to N.Y.C. students. It was designed to help them in vocational and career counseling, program orientation, and to answer questions they may have while participating in the program.

Sincerely,

Owen W. Corbin
Superintendent

BOARD OF TRUSTEES
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MAURICE STOKESBARY, V-Pres.
LOUIS KRUEGER, Clerk
[illegible], Member
[illegible], Member

PERRIS UNION HIGH SCHOOL DISTRICT

MYRL C. RUPEL, Ed. D.
DISTRICT SUPERINTENDENT

KENNETH D. SCHMUTZER
Assistant Superintendent—Business Services

May 28, 1975

Mr. William Rouson
Coordinator, NYC
2970 Rubidoux
Riverside, CA 92509

Dear Mr. Rouson

May I take this opportunity to suggest to you that your peer group counseling program operating in our high school district last year was successful, and we implore you to continue it if at all possible. The program fits readily into our entire scope of activities relating to human relations and student counseling. We would like to discuss further with you the specific objectives you have in mind in order that other efforts on our part will relate well with the efforts you are making.

Thanks for your cooperation. We are looking forward to working with you in the future.

Sincerely

Myrl C. Rupel, Ed.D.
District Superintendent

MCR:d
cc: Mr. Ken Gordon, HS Principal

PERRIS HIGH SCHOOL
Kenneth B. Gordon, Principal
25-201 East Nuevo Road
Tel. (714) 657-2171

PERRIS JUNIOR HIGH
James W. Coming, Principal
501 North "A" Street
Tel. (714) 657-2174

ADULT EDUCATION
Emilijane A. Williams, Director
101 East Nuevo Road
Tel. (714) 657-2149

DISTRICT SERVICE CENTER 1585 NORTH PERRIS BLVD., PERRIS, CALIFORNIA PHONE (714) 657-5138